DOCUMENT RESUME

ED 276 332 HE 019 820

AUTHOR	Freeman, Frank H., Ed.; And Others
TITLE	Leadership Education: A Source Book for Those Planning Programs and Teaching Courses in Leadership in Higher Education.
INSTITUTION	Center for Creative Leadership, Greensboro, N.C.
PUB DATE	86
NOTE	411p.
AVAILABLE FROM	Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402 ($40.00).
PUB TYPE	Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*College Programs; Conferences; *Course Descriptions; Educational Objectives; Films; Higher Education; *Information Sources; *Instructional Materials; *Leadership Training; Publications; Reference Materials; *Resource Materials; School Surveys; Student Evaluation; Teleconferencing; Videodisks

ABSTRACT

A source book is presented to assist in planning or modifying courses or programs in the the area of leadership education training or development within colleges and universities. Contents include: descriptions of a sample of courses and programs; a bibliography, with some annotations, of books, articles, and reference sources pertaining to leadership; an annotated list of films and videos for possible use in leadership courses; essays and articles concerned with leadership studies; summaries of leadership conferences for 1983, 1984, 1985, and 1986; a report of a 1985-1986 survey that inventoried leadership programs at colleges; a report on computer conferencing; a report of a Leadership Education Conference (Greensboro, NC, July 13-16, 1986); a list of resource persons, including the name, address, and institution of contributors, presenters, and conference participants; a list of resource persons by state and foreign country; a list of organizations with interest in leadership studies and activities; cross-indexes of lists in the source book; and lists of additional materials available from the Center for Creative Leadership. The course descriptions, which are based on submissions from colleges, include narrative overviews, course objectives, syllabi, and information on assignments and course requirements, types of tests/evaluation, and texts and readings. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED276332

LEADERSHIP EDUCATION
A Source Book

For those planning programs and teaching courses in leadership in higher education

Edited by
Frank H. Freeman, Robert A. Gregory, & Miriam B. Clark

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Center for Creative Leadership
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE 019 820

CENTER FOR CREATIVE LEADERSHIP®

Center for Creative Leadership
5000 Laurinda Drive, Post Office Box P-1
Greensboro, North Carolina 27402-1660

(919) 288-7210

About the Editors

Miriam B. Clark, Consultant to the Center for Creative Leadership, is retired from the College of Arts and Science, University of Rochester where, as the Associate Dean, she was responsible for undergraduate curriculum, academic advising, and student progress toward degrees. She was also the University's representative to the U. S. Navy ROTC program.

Frank H. Freeman, the Library Director at the Center for Creative Leadership, actively manages a excellent small special library with computer access to many of the relevant collections on leadership in the country. His knowledge of films and bibliographic materials in the leadership field is extensive and widely recognized.

Lt. Col. Robert A. Gregory, a visiting fellow at the Center for Creative Leadership, is on sabbatical from the U. S. Air Force Academy (1985-86). At the Academy, Robert Gregory is a tenured Associate Professor and Chief of the Organizational Behavior and Leadership Division. He teaches organizational behavior and development and supervises a team of faculty engaged in instruction and research in these areas.

Acknowledgements

Our gratitude:

-- To those who responded to Robert Gregory's questionnaire requesting information about the extent to which leadership courses and programs are being taught in higher educational institutions in the United States. Especially to those who replied to the survey and also sent copies of their syllabi and program descriptions for possible distribution to their colleagues around the country.

-- To the Air Force Academy who approved a sabbatical for Lt. Col. Robert Gregory, Associate Professor of Behavioral Science and Leadership, so that he could spend a year at the Center for Creative Leadership to do this study and so much more.

-- To the participants and presenters at the Leadership Education Conferences 1983, 1984, and 1985 whose contributions of ideas and materials and insistent demands for more information about "what is going on out there?" made the production of the Source Book a necessity.

-- To so many on the Staff at the Center for Creative Leadership for all their help in turning papers (e.g. letters, brochures, hand-out sheets, catalogue copy, etc., etc.) into useable and legible copy for the Source Book. Especially to Barbara Pruitt, Jo-Anne Hand, Joanne Ferguson, Carol Keck, Danny Reed,and Karen Barden.

-- To Kenneth E. Clark, Smith Richardson Senior Scientist and Past President of the Center for Creative Leadership, who chaired the 1983 and 1986 Leadership Education Conferences and staunchly supported the idea that a survey of leadership in higher education be conducted and that a source book for use by those engaged in the teaching be published.

-- To Walter Ulmer, President of the Center for Creative Leadership, whose enthusiasm about expanding excellent leadership education and communicating widely what is happening in the field made this project possible.

THE CENTER FOR CREATIVE LEADERSHIP

The Center for Creative Leadership is a nonprofit educational institution founded in 1970 in Greensboro, North Carolina.

Our mission is to encourage and develop creative leadership and effective management for the good of society overall.

We accomplish our mission through research, training, and publication-with emphasis on the widespread, innovative application of the behavioral sciences to the challenges facing the leaders of today and tomorrow.

OUR VALUES

Our work should serve society.

We expect our work to make a difference in the quality of leadership in the world. To that end, we try to discover what is most important to do, and focus our resources for the greatest, most enduring benefit. In doing this we continually remind ourselves of the inherent worth of all people. We consider it our responsibility to be attentive to the unique needs of leaders who are women or members of minorities.

To make a difference in the world and to turn ideas into action, we must be pioneers in our field, contributors of knowledge, creators of solutions, explorers of ideas, and risk-takers in behalf of society.

Our mission and our clients deserve our best.

We expect our service to our clients to be worthy, vigorous, resourceful, courteous, and reliable. In the pursuit of our mission, we intend to be a healthy, creative organization with the financial and inner resources needed to produce our best work.

We require ourselves to abide by the highest professional standards and to look beyond the letter of professional guidelines to their spirit. This includes being forthright and candid with every client and program participant, scrupulously guarding the confidentiality of sensitive personal and organizational information, and truthfully representing our capabilities to prospective clients.

Our organization should be a good place to work.

To demand the best of ourselves, and to attract, stimulate, and keep the best people, we believe we must make an environment that will support innovation, experimentation, and the taking of appropriate risks. As an organization we should prize the creative participation of each member of our staff. We should welcome the open exchange of ideas and foster the practice of careful listening. We have a duty to actively encourage the personal well-being and the professional development of every person who works here. Therefore, we should maximize for each person the authority and responsibility to continue to make an ever greater contribution. Our policies should be implemented sensitively and consistently.

We should do our work with regard for one another.

We recognize the interdependence of everyone who works here, and we expect ourselves to treat one another with respect, candor, kindness, and a sense of the importance of teamwork. We should foster a spirit of service within the staff so that we may better serve the world at large.

H. SMITH RICHARDSON'S VISION

In 1907, when H. Smith Richardson joined his father's business as sales manager, Vicks Family Home Remedies could not be bought outside of Greensboro, North Carolina, and the small company's capital was nearly exhausted. "Drop every product except for the mentholated ointment," he persuaded his father, "and rename that product Vicks VapoRub." With one bold move he had found the right direction.

By 1929, using techniques of advertising and sampling that he pioneered, Smith Richardson extended Vick Chemical Company markets throughout the U.S. and into many countries overseas. With that achieved, he turned over the presidency of the company to his younger brother and set his vision on an even more challenging objective: "To build an enduring enterprise...which will maintain payrolls...and dividends...throughout future decades and generations--despite wars, depressions and the effects of time."

Enterprises fail, he deduced, because the management group, in time, "loses the ability to recognize and adjust...to new and changing conditions...." The antidote to this was the infusion of outstanding young managers with "minds that do cross-country thinking." By this he meant innovative minds, whose "presence in an enterprise in positions of sufficient authority means all the difference between survival and ultimate destruction."

In 1935, Smith Richardson established the Richardson Foundation. Through the years, the issue of creativity, never far from Richardson's thoughts, became increasingly the focus of the Foundation's work. Along with creativity, the issue of management potential also took root and a synthesis of these two areas began to manifest itself. By 1968, the Foundation could state as its overall objective:

> To make the Richardson Foundation the leading center of knowledge and application for the identification and development of creativity and leadership.

In 1970, under the guidance of his son, H. Smith Richardson, Jr., the Foundation's programs in creativity and leadership were consolidated into a separate institution, the Center for Creative Leadership.

H. Smith Richardson died in 1972 at the age of 86. His epitaph is a summation of his life: "Ideas into action." No words could better describe what the Center for Creative Leadership is all about.

Introduction

The primary purpose of this Source Book is to assist those who are planning or continuing to modify courses or programs in the area of leadership education training or development within institutions of higher education. The editors hope that it stimulates ideas that can be used more generally, but those in higher education are the target group.

This manual has been assembled from materials gathered in a study* done by Robert Gregory during 1985-1986, and from updated materials collected from and distributed to participants at three Leadership Education Conferences held at the Center in 1983, 1984, and 1985.* In addition, a computer search of the field done by Frank Freeman is reflected in the contents of the Source Book.**

The looseleaf form is deliberate. This is a book that is not intended ever to achieve final form; instead, it is to be added to and improved. We suggest you use it as a workbook. Write your own commentary. Design your own syllabus. Construct your own program. Tear out pages you find useless. Add the updated material CCL will send, and order from the Center what you want to add to the book. Pick and choose from the ideas of others. And, PLEASE send to the Center your creative strokes so they can be incorporated for use by your colleagues.

The pages in the Source Book are not numbered sequentially except within some sections. Instead, each tabbed section is separate and most sections are preceded by a brief message explaining its content and format. Some sections have a table of contents to simplify your search.

For the Source Book the editors have selected examples of courses and programs in order to give you a view of the variety collected. Many more are available from the Center.*** Although we have shortened and edited a few, each description has been left pretty much in its submitted form so that you could judge its original intent.

Whenever sufficient material was available, the lists of films, books, tapes, articles, and resource organizations are annotated. We will add to the annotations as we hear from you. Names and addresses of those who have submitted materials are included in the Resource Persons Section so that you can communicate directly with each other and begin to set up a functional network.

What others can use most are your evaluations of what you have tried, the highly successful and the dismal flops. You might also take a crack at explaining why some things worked and others didn't. Some course and program descriptions include an evaluation form used by the instructor. What is not reported are the results collected. Please pull together your thoughts and your data on evaluations and send them to the address below, and we'll try to collect and distribute them to all of you.

*Summaries can be found in Section E.
**Sections B (bibliography), C (films and videos) and G (resource organizations)
***A list is to be found in Section H

Center for Creative Leadership, Attention: Miriam B. Clark, P. O. Box P-1,
Greensboro, NC 27402 (919) 288-7210

CONTENTS

A. **Courses and Programs** -- A sampling of courses and programs in leadership studies and development offered by institutions of higher education (arranged alphabetically by name of contributor.)

B. **Bibliography** -- A list, some annotated, of books, articles, and reference sources pertaining to leadership.

C. **Films and Videos** -- An annotated list of films and videos for possible use in leadership courses.

D. **Collectibles** -- Essays and articles of interest to those concerned with leadership studies.

E. **Reports**
  1. A brief summary of three annual Leadership Conferences (1983-1985)
  2. A report of the survey conducted by Robert Gregory (1985-1986) to inventory leadership programs in institutions of higher education
  3. A report on computer conferencing and invitation to join.

F. **Resource Persons** -- An alphabetical listing by name, address and institution of contributors, presenters, and conference participants. Also for regional use a listing of these resource persons by state, followed by foreign countries.

G. **Resource Organizations** -- An incomplete alphabetical list of organizations with interest in leadership studies and activities.

H. **Appendices** -- Include certain cross-indexed lists appearing in the Source Book as well as lists of additional materials available from the Center for Creative Leadership and information concerning how to order them.

COURSES AND PROGRAMS IN LEADERSHIP

This section of the Source Book reproduces descriptions of courses, programs, and workshops offered by institutions of higher education to prepare leaders or to study leadership.

Clearly, courses on leadership and courses to develop leaders vary greatly. They run the gamut from a traditional three- or four-credit course in an established department in a college or university to a non-credit extra curricular offering presented one evening a week to local citizens by a technically oriented school. Yet the statements of objectives often sound alike. We cannot judge how effective each is, for almost no one has reported the results of an evaluation. Syllabi often reveal nuggets of pure gold. Frequently, one finds useful references and bibliographic materials used in some vocationally specialized fields that would never have been consulted for inclusion in more general educational areas.

Samples of courses and programs are presented. From time to time we will add descriptions that offer some concept or resource not already represented. We welcome reader suggestions for such additions. Course and program descriptions are arranged alphabetically according to the last name of the person who submitted the material. In some cases it is the instructor of the course; in others, it is the academic officer in charge of planning or managing the program. The Table of Contents lists those persons with their institution and its location. Fuller details for contacting them can be found arranged alphabetically by last name and also by state in Section F (Resource Persons).

Avoid becoming parochial as you study these materials. We urge you to consider the various aspects of these descriptions, whatever their source and with disregard to titles, as units of thought that you can apply to your own course or program. For example: check out the statements of objectives; note the course formats; look at the texts, see how they are used; examine some of the sources suggested that are out of your field; review the lists of class visitors to stimulate the generation of your own list; search out innovative teaching techniques cited in some courses; give thought to a new grading mechanism; read about the use of mentors and internships as valuable components in the learning experience. Do not skip entirely those courses or programs that are taught at a professional or technical school if you are a faculty person in a college of arts and science. Do not consider fully credited courses taught in a graduate program as outside your interest if you are a dean of students preparing a course for college sophomores.

We have intentionally refrained from categorizing these materials in any traditional way. However, we have added a phrase or two of highlighting for each item in the Table of Contents (next page) to spark your specific needs. Browsing is encouraged. We hope that you will have the opportunity to travel some new routes and react to some new ideas that you may not have heard at the conferences you attend or that you might not have read in the literature you ordinarily review.

Remember it is the word to the wise that you are seeking, not a prefabricated structure. So, if you find an idea or an entire course or program that is just what you have been looking for, grab it. Then, write or call the person who is responsible for the treasure and gather up more details. By this communication you may also discover from the person who conceived it whether it turned out as expected.

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION	
Bass, Bernard	SUNY	Binghamton, NY	Uses his own well-known text for graduate students in management
Berte, Neal R./ Levenson, Russell, Jr.	Birmingham-So. College	Birmingham, AL	Combines leadership education at several levels--describing various aspects of internships
Bogue, Grady	LSU-Shreveport	Shreveport, LA	Broad-ranging seminar in leadership
Chambers, Glen A.	Catonsville Community College	Catonsville, MD	Leadership workshops and training
Clover, Lt. Col. Bill	U.S. Air Force Academy	Colorado Springs, CO	Development of leaders in an entire curriculum
Coleman-Boatwright, P.	Trenton State College	Trenton, NJ	For resident advisors and other undergraduates
Cronin, Thomas E.	Colorado College	Colorado Springs, CO	Describes an all college program
Cronin, Thomas E. Peterson, Elmer	Colorado College Summer Inst.	Colorado Springs, CO	On leadership and governance in America
Cronin, Thomas E.	Princeton U./Woodrow Wilson Sch.	Princeton, NJ	On power, leadership and governance in the U.S.
Cross, William	Onodaga Community College	Syracuse, NY	An experiential course exploring the psychological perspective of leadership and work
Croucher, Drew E.	Air Force ROTC	Maxwell AFB, AL	Describes leadership education for Air Force ROTC
Curran, Comm. Donald J.	U.S. Naval Academy	Annapolis, MD	Leadership education/training at the U.S. Naval Academy

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Farrell, David	Sonoma State University	Rohnert, CA
Dynamics of student leadership		
Fillinger, Robert E.	Gordon-Conwell Theol. Sem.	South Hamilton, MA
Theoretical and functional aspects of Christian leadership		
Ford, Michael	Wake Forest University	Winston-Salem, NC
For undergraduate focusing on campus and community		
Gerber, Barbara W.	SUNY of NY/C.A.S.	Oswego, NY
Leadership education for women		
Glenn, Ethel C.	UNC-Communic.	Greensboro, NC
For improving communicative skills in small group sellings		
Hall, Marsha	Rensselaer Polytechnic Inst.	Troy, NY
For selected science and engineering students with management		
Hammerschmidt, Peter K.	Eckerd College	St. Petersburg, AL
Focus on developing student's leadership ability		
Hawkins, Gerald G.	NC State Univ.	Raleigh, NC
Leadership learning modules for undergraduates		
Hawkins, Gerald G.	NC State Univ.	Raleigh, NC
North Carolina State Fellows Program		
Heifetz, Ronald	Harvard U., JFK Sch. of Gov't.	Cambridge, MA
Multidisciplinary analytical framework for getting work done		
Hickey, Maurice	Chesapeake College	Wye Mills, MD
Pertaining to recreation and group leadership		
Hodges, James A.	College of Wooster	Wooster, OH
An interdepartmental program in leadership--both theory and practice		
Hodson, T. R.	U. of SC	Columbia, SC
NROTC leadership and management		

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Hogan, Terry	Ohio Univ.	Athens, OH
Leadership development in student organizations on campus		
Holm, Carl	No. Mich. Univ.	Marquette, MI
Uses a co-curricular transcript for leadership development		
Isaksen, Scott G.	S.U. Coll./Ctr. Stud. Creat'vty.	Buffalo, NY
At undergraduate and masters level--courses in creativity and innovation		
Johnson, Dewey E.	CA State U./Mgmt. & Mktg. Dept.	Fresno, CA
An undergraduate course using the educational leadership model developed by Paul Hersey		
Koldus, John J., III	Texas A&M Univ.	College Station, TX
Leadership of a student group		
Kraemer, Charles P.	LaGrange College	LaGrange, GA
An undergraduate program for the study of leadership		
Lodish, Judy	Univ. of Mich.	Ann Arbor, MI
Student leadership through organizational and personal experiences		
Lynch, Charles F.	Univ. of NC	Charlotte, NC
Study of dynamics of leadership behavior and group behavior		
March, James G.	Stanford Univ.	Stanford, CA
Several courses for people who expect to be organizational leaders or deal with them		
McIntire, David	Appalachian State Univ.	Boone, NC
A course to practice and develop leadership capabilities		
Miller, Mary Harper	Metro. S. Coll./Nurs.& Hlth.Care	Denver, CO
For development of nurses in leadership roles		
Miller, Thomas E.	Canisius College	Buffalo, NY
Leadership on campus		
Neuschel, Robert	NW U./J.L. Kellogg Sch. of Mgmt.	Evanston, IL
For development of leadership in students		

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Paris, Grace Lamacchia	Pace Univ.	Pleasantville, NY
A two year upper division co-curricular program		
Payne, Bruce L.	Duke Univ.	Durham, NC
A two year leadership program taught in Public Policy Department		
Peterson, Arthur L.	Lebanon Valley College	Anneville/Hershey, PA
A four-level program--high school, college, middle managers, top executives		
Prince, Howard T.	USMA/Dept. Beh. Sci. & Ldrshp.	West Point, NY
Leadership--the curriculum at West Point		
Ramsey, Mary Lou	Trenton State College	Trenton, NJ
Group leadership skills		
Rhodes, Steven C.	W. MI U./A & S-Communic.	Kalamazoo, MI
Theoretical study of leadership		
Richardson, Minnie-Rose	U. of Hartford/College of Educ.	West Hartford, CT
Leadership training for the prseent		
Roberts, Dennis C.	Southern Methodist Univ.	Dallas, TX
A course in organizational behavior for business students and other selected student leaders		
Robinson, Lillie	Tuskegee U. Sch. of Ed. Voc. & Adult Ed.	Tuskegee, AL
Community leadership development		
Salem, Greta	Alverno College	Milwaukee, WI
Leadership as a part of a new sequentially developed curriculum--also dealing with issues of women in leaderhsip		
Sayes, J. O.	Olivet Nazarine College	Kankakee, IL
Religious leadership		
Shandley, Thomas C.	Univ. of Minnesota	Minneapolis, MN
A program for student leadership development--a section on mentors		

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
Shapiro, George	Univ. of Minnesota	Minneapolis, MN
Conceptual and experiential--using groups to study community leaders and their own team process		
Sheehan, William	Central Methodist College	Fayette, MO
For business department seniors		
Smith, Keith L.	Ohio State Univ.	Columbus, OH
The functioning of leaders in an agricultural setting		
Smith-Lorenson, Marilee	Wenatchee Valley College	Wenatchee, WA
A student leadership training model		
Szczerbacki, David	Alfred Univ. Coll. of Bus. & Ad.	Alfred, NY
A skills practicuum in management and organization behavior		
Terborg, James	College of Business/U. of OR	Eugene, OR
For developing creative analysis in management and organizations		
Terry, Robert W.	Hubert H. Humphrey Inst. of Public affairs/U. of MN	Minneapolis, MN
For people with ten or more years of leadership experience		
Toth, Powell	WV College of Graduate Studies	Institute, WV
For doctoral and superintendent certification program students in education		
Tucker, Keith	Incarnate Word College	San Antonio, TX
Leadership seminar using mentors		
Turner, Moses	Michigan State Univ.	East Lansing, MI
A call for proposals for offering special leadership courses to students--a basis for planning a course		
Umstat, Denis	Univ. of Puget Sound	Puget Sound, WA
Cooperative business leadership program between university and community		
Wharton, Keith	U. of MN/Coll. of Agric.	St. Paul, MN
A leadership program using mentors		

(over)

COURSES AND PROGRAMS
(arranged alphabetically by contributor)
TABLE OF CONTENTS

CONTRIBUTOR	INSTITUTION	LOCATION
White, Julie Belle	The College of St. Catherine	St. Paul, MN
A master's program for self-identified leaders		
Williams, J. C.	Baylor School of Business	Waco, TX
Two third-year business courses covering five content areas		
Wolf, Cynthia H.	Univ. of NC	Chapel Hill, NC
The North Carolina Fellows Program and a course in leadership and social change		
Young, Richard	WA State U. Adult & Youth Ed.	Pullman, WA
Leadership development in agriculture and home economics using teams		

State University of New York at Binghamton
School of Management, Binghamton, NY

Bernard Bass
Tele: 777-4028
Off: LSG 654

MGMT. 245(01); 349(03) LEADERSHIP AND SUPERVISION - Syllabus Fall, 1985

A four credit course having to do with supervision and leadership definitions; concepts; theoric models; traits; activity; emergence; intellectual competence; empathy, insight, interpersonal competence; authoritarianism; values; needs; charisma; esteem; leadership as a position; exchange theory; management styles; situational moderators; sex, race and culture; management development; selection and measurement.

OBJECTIVES

(1) To familiarize students with body of research and practice about leadership with particular emphasis on leadership in complex organizations.

(2) To provide students with various models of successful leaders.

METHOD

Classwork will be built around preparatory reading assigned by the instructor and 300-600 word memoranda drafted in advance by each participant dealing with: (1) Major ideas to be derived from the reading. (2) Examples, elaborations and extensions. (3) Implications, personal and organizational, of the ideas and related information in the readings and elsewhere. (4) Integration with previous material. (5) Substantive questions about and disagreements with the readings, preceding discussions, with or without alternative answers to the questions. (6) Speculations. (7) Ideas for research, development and/or application.

EXECUTIVE ACCOUNT

Periodically, the Wall Street Journal and the New York Times present brief biographical accounts of a prominent business executive. You are to select one of these accounts from WSJ or NYT completed between 1982 and the present.

In your presentation, as much as possible, link your account with concepts and principles covered in this course. Attention should be focused on the leadership and management practices of the executive, his or her development and career.

You should prepare a written statement of 300-600 words indicating the references to your presentation, along with a 5-10 minute oral presentation.

GRADUATE CREDIT

Graduate students receiving credit for Mgmt. 349 will be expected to complete a 10-20 page paper on a leadership topic.

EVALUATION

There will be two multiple choice and short answer exams. Heavy weight in the final evaluation will be given to your contribution and participation in class discussion.

TEXT

Bass, B.M., *Stodgill's Handbook of Leadership*. New York: Free Press, 1981.

SCHEDULE

Date	Session	Advance Preparation	Class Reports Executive	Class Reports Student
9/3	A. Introduction			
9/5	B. Concepts, Types and Func. of Ldrship.	1,2		
9/10	C. Theories and Models	3		
9/12	D. Traits	4,55		
9/19	E. Activity Levels & Motivation to Manage	6,22	______	______
9/20	F. Insight, Empathy & Authoritarianism	7,8	______	______
10/1	G. Values and Needs	9	______	______
10/3	H. Status, Esteem, Charisma	10	______	______
10/8	I. Power	11	______	______
10/10	J. Power Distribution	12	______	______
10/15	K. Conflict, Responsibility & Delegation	13,14	______	______
10/17	L. Leader-follower Interaction	15,16	______	______
10/22	M. **Examination 1**			
10/24	N. Leadership & Management	17	______	______
10/29	O. Democratic versus Autocratic Style	18	______	______
10/31	P. Participative versus Directive	19	______	______
11/5	Q. Relations versus Task-Orientation	20	______	______
11/7	R. Consideration versus Initiation	21	______	______
11/12	S. Organization and Group Effects	23,24	______	______
11/14	T. Task, Stress, Space & Networks	25,26,27,28	______	______
11/19	U. Persistence & Transfer	29	______	______
11/21	V. Women	30	______	______
11/26	W. Blacks and Other Cultures	31, 32	______	______
12/3	X. Training and Development	33	______	______
12/5	Y. New Paradigm: Tranformational Leadership			
12/10	Z. **Examination 2**			
12/10	**Graduate Papers Due**			

Birmingham-Southern College, Birmingham, Alabama
PROGRAM OVERVIEW

Neal R. Berte
Russell Levenson, Jr.

Birmingham-Southern College co-sponsors a Youth Leadership Forum program available to sophomores and juniors from all public, parochial and independent high schools in the metropolitan area of Birmingham. This program grew out of the Leadership Birmingham program for established leaders developed three years ago. In the Youth Leadership Forum program, students are asked to demonstrate leadership in school and community activities, improve their knowledge of the greater Birmingham area, commit to full participation in the program, and receive a recommendation from their principal or counselor and their principal's approval to participate.

The program lasted from November 3, 1985, until April 19, 1986. The students met with the program director of the Alabama Center for Higher Education, the supervisor of the high school credit programs in Jefferson County, the administrative assistant to the Mayor of the City of Birmingham, the program specialist for social studies on the Birmingham Board of Education, the president of a large warehouse company, the executive director of Operation New Birmingham, the executive director of the YWCA, the director of development of Miles College, the education curator of The Discovery Place, the associate directors of the Center for Environmental Health Research at the University of Alabama in Birmingham and the district manager of the Carlisle Collection. Sessions met in the general downtown area and included visits to several other sites related to the day's topic. Participants worked with adult leaders each day and sometimes were asked to act as the decision-making body such as a bank loan review committee, the Department of Pensions and Securities staff, or an arts commission. Students from different areas came to know one another and to develop a level of mutual trust and respect, interacting with community leaders and decision makers.

On the Birmingham-Southern College campus students became involved in leadership programs through campus activities similar to others. A special program, however, is the Administrative Intern Program (IND-453) each semester involving approximately five to ten students from the sophomore to senior classes. The program is designed and advised by the Assistant to the President of the College.

Each student is expected to work at least ten hours a week. They have opportunities to sit in on Vice Presidents Council meetings which are held weekly, on Administrative Council meetings which are held monthly, and on development luncheons.

Another opportunity for students is the general intern program (see Overview of Internship Program). The student is sponsored by a faculty member and approved by the Division Chair in the department, may contract through the Contract Learning Center for a course in which he may participate on a day-to-day basis in a particular professional field. Internships vary in time requirements and duty requirements, but basically, they will last one semester and the student will be given one college credit. Internships in the past have included students working with heart surgeons observing open-heart surgery and the tedious activities a doctor has to go through, serving as an assistant television producer, working in a United States congressman or senator's office, working in marketing for the Birmingham Symphony office, serving in a local hospital in the area of public relations, working in an accounting office, a law office, a retail store, etc. The idea is to give the student practical hands-on experience in a career area that the student is thinking about.

OVERVIEW OF INTERNSHIP PROGRAM

Students are granted academic credit for internships in work environments by "contracting" with a faculty advisor. Birmingham-Southern can offer qualified students who are ready to transfer learning from the classroom to the workplace. Basically, that is the intention of an internship: to explore career fields and to gain practical experience.

These internships may be contracted for Interim (month of January) credit or as an elective during the regular term. The student's participation time in an internship in any one term should be equivalent to that of a regular academic course, approximately 130 hours in total. This would be approximately 8-10 hours a week during a semester-long period (i.e., September-December; February-May; June-August) and 30 hours a week during the January Interim. We expect that the placement be for that of a student, not an employee. We do not expect internships to be paid experiences, although we do not object to students being paid if the sponsor so wishes. A paid experience normally would be negotiated between the site supervisor and the student.

Birmingham-Southern requests that the internship site commitment be for meaningful job assignments or projects and a responsible supervisor. Academic requirements for granting credit are administered by the Birmingham-Southern faculty advisor. Senior projects are graded. Enclosed is a contract form to familiarize you with the academic expectations. Birmingham-Southern expects such internship experiences to be mutually beneficial for both the sponsor and the student. An opportunity will be given for the internship supervisor to evaluate the experience and offer ideas for further development.

It is never possible to know how many students will seek placement in a given discipline during any given term. Traditionally, there has been a greater number of students requesting internship sites during the month of January.

IND 453-Credit, Unit ADMINISTRATIVE INTERNSHIP PROGRAM Russell Levenson, Jr.

DESCRIPTION: The purpose of the internship program is to allow students to gain insight in higher education administration through on-site experience in administrative offices. Class size usually consists of five to ten students per semester that are interested in this type of leadership project. The students are usually upper classmen with above average grade point averages. They must show an interest in the workings of the College and have a sense of personal dedication and drive in order to be a self-starter. They are required to "interview" with their supervisor in order to have the particular supervisor's approval. Though the administration and the grading of these interns is done by an assistant to the College President who also oversees at least one intern in the President's Office, the individual supervisor in the appropriate administrative office directly oversees the work of the intern.

The students have weekly seminars that are scheduled with each Vice President of the College. They are also required to sit in on at least one Vice Presidents meeting during the semester, one Administrative Council meeting, and one of the two Board meetings during the year. They are also assigned a number of other readings, most not dealing directly with higher education. However, the Chronicle is also considered to be "required" reading and often articles will be from the Chronicle that do deal directly with the administration of higher education.

At the end of the term a paper is expected from the student based on experience, insights on seminars, readings, and projects. If the project leads to some work product (e.g., a brochure, manual or survey), that is to be submitted.

GRADING: 10% - presence at seminars
10% - participation in seminars
30% - evaluation of final paper
50% - supervisor's recommendation

TOPICS OF DISCUSSION

Dean Irvin Penfield	"Administration and Academics"
Dean Dudley Long	"Administration and Student Affairs"
Dr. Neal R. Berte	"Administration and the Overall View"
Mr. Robert Dortch	"Administration, Financial Aid, and Admissions"
Mr. Dave Dyson	"An Overview of Alumni Affairs"
Dr. Rob Moxley	"Business Affairs and Athletics on Campus"
Mr. George Jenkins	"The Role of Development in Higher Education"
Mr. Johnny Johnson	"Administration and the Budget"
Dr. Natalie Davis	"Masters Study at BSC"
Dr. Steward Jackson	"The Role of Religion at a Church Related College"

TIPS FOR INTERNS

KNOW WHAT YOU WANT FROM THE INTERNSHIP: A better overall understanding of organization, management, and public relations in a college setting; experience in actually executing an administrative project; learning certain administrative skills; determining if administration is your career choice; learning the importance of determination and a good attitude.

LEARN HOW THE OFFICE FUNCTIONS, how various problems are handled; who has what responsibilities; where are certain files; who are the people you are working with; what are the expectations in that office.

SPEND AN HOUR A WEEK JUST TALKING with your supervisor or someone else in the office about your perceptions or questions.

DON'T WORRY IF THE INTERNSHIP DOES NOT SEEM AS STRUCTURED AS A COURSE OR A REAL JOB MIGHT. This flexibility should lead you to explore areas of interest, projects, and learning experiences. You might want to experiment with a daily work schedule, including projects, new people to talk with, meetings and readings.

RECOGNIZE YOU ARE IN AN AMBIGUOUS POSITION, being both student and staff member, silent observer and potential counselor. Office staffs, faculty or students may have difficulty relating to you.

ESTABLISH A PLAN. What projects or areas do you want to pursue? What personal contacts do you want to make? How? What do you want to learn about?

BE YOURSELF; KEEP OR DEVELOP A SENSE OF HUMOR AND SOME PERSPECTIVE. Relax but be responsible.

NEVER VIOLATE A CONFIDENCE, even if it is asked of you.

BE A SELF-STARTER. Do not rely on your supervisor for everything, but do not jump at new projects without your new supervisor's knowledge.

ACCEPT A CERTAIN AMOUNT OF DISCOURAGEMENT: it is natural and probably will not last too long.

REMEMBER: you have been considered for your responsibility and maturity, and though this program is somewhat flexible, it will only be worthwhile if you make it so. Keep a good attitude and share that with your fellow workers.

TIPS FOR SUPERVISORS

See to it that all other staff know who your intern is.

Discuss expectations early with the intern, any proposed projects, areas of interest. Try to have at least some of the intern's duties and experiences settled before two weeks into the semester.

Explain your job and how your office works; introduce the intern to others in the office who can be of assistance; assign them a work space.

Try to schedule some time, perhaps an hour weekly, to discuss observations, questions, thoughts with the intern. These sessions are most valuable when the supervisor assists the intern in generalizing experiences and/or developing an analytic approach to understanding human and organizational dynamics.

Some supervisors use an "in basket" assignment for a portion of the internship, wherein the intern monitors incoming mail or drafts responses for selected correspondence. This activity is useful mainly if the supervisor uses it as a basis for discussion. A certain amount of observing should be expected of the intern, especially exposure to decision making and policy determination. In addition, some project or administrative responsibilities performed by the intern to round out their experience percentages of observation and participation will vary with the intern and the supervisor.

You might want to consider taking the intern to meetings, luncheons, dinners, or maybe even suggest that they attend special events on campus such as the Monaghan Lectureship, Writers Conference, etc.

The task which the intern undertakes should rarely be routine or busywork, although it is important for them to realize that much unglamorous activity is a necessary part of administration. The major project or task should generally be one of mutual interest, or of some significance to the office, and capable of being completed within one semester. Interns may approach their work with greater inquisitiveness than would be expected of regular workers. This concern with the implications and broader meaning of the office's activities should be encouraged. It is generally helpful for you and the intern to develop the work schedule including concentration time, probable deadlines for projects or project steps, time to be spent in the office (an intern should try to spend about ten hours a week working in your office). Although this schedule should be flexible enough to take advantage of new developments, it should provide some structure to the experience.

INTERNS ARE NOT WORK-STUDIES. This means they should not be filing, typing, running errands, xeroxing, or anything similar to this--unless it relates directly to their specific project.

Try to keep a good attitude about your work and the work that you do with the intern. Most of what they learn will probably be the result of what they hear from you and observe in you.

LSU - Shreveport - Shreveport, Louisiana Grady Bogue
Monday: 5:00 - 8:00 P.M.

POLITICAL SCIENCE 590: THE DIMENSIONS AND DILEMMAS OF LEADERSHIP

SEMINAR THEME

> "Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evils,--no, nor the human race, as I believe,--and then only will this our State have a possibility of life and behold the light of day." Plato

From Plato's Republic to MacGregor's contemporary Leadership, there is probably no aspect of human behavior that has been subjected to such intensive empirical/ philosophical inquiry as that of leadership. Yet our ignorance often remains high and we can have an illusion of knowledge that can be quite as dangerous as our ignorance.

Leaders lacking in knowledge, skill and integrity continue to damage precious human and organizational resources. It is true that there is no theory sufficiently embracing to cover all the contingencies of leadership. There is, however, a rich conceptual foundation available and reason for shame if we fail to take advantage of good ideas and concepts at our command. Leaders who disdain good ideas practice an unhappy form of intellectual arrogance and run the risk of performing a surgery of ignorance on their colleagues and organizations.

A limited technical mastery of leadership concepts may not be our greatest leadership tragedy, however. It is possible for us to be masters of technique yet diminish our leadership potential by dysfunctional value patterns. Technique will always be a slave to purpose. What we know will always be guided by what we believe. There are no sterile ethics for the leadership mind. The values we carry across the threshold of our office doors each day are no trivial matter then. Leadership malpractice can flow as much from ill-considered value dispositions as technical shallowness.

In what forum will we learn to revere the dignity of human personality, to affirm the power and potential of our own? What book will teach us to absorb the hostility of the ill informed and the ill mannered but to distinguish that hostility from those who will express their loyalty in honest dissent? What seminar will encourage us to let neither dissent nor defeat deny us the power of an optimistic spirit? What lesson will require us to probe the limits of our integrity in lonely moments of decision, to find the renewing power that comes to those who exhibit both the courage and the compassion to expect the best of themselves and their colleagues? Where is the examination that will test our inclination to daring rather than imitation?

The renowned scholar Rene Dubos once observed that "human institutions must be held together by cohesive forces of a spiritual nature." It is both the technical and spiritual character of leadership that we hope to engage in this seminar.

This seminar centers, then, on the theme that leadership is an art form whose effectiveness is improved by the mastery of leadership research and by the display of personal integrity--that effective leadership builds on both technical and ethical foundations. When the diversity of personality and passage among leaders is a matter of such obvious fact, what exactly do we mean when we say that leadership is ineffective. This seminar may provide an operational answer to that question.

What course will teach us:
That we as often act our way into belief as we believe our way into
action
That thoughtful dissent is an essential antidote to leadership
arrogance
That tenacity and patience are essential in the
management of change
That the majority affirmation of a foolish
view makes that view no less foolish
That goodness is often timid and
criticism loud
That opinion, forcefully
and frequently offered,
encourages its
acceptance as
fact rather
that just
opinion

One final note. The seminar engages the theme of leadership within organizations. Though the question of leadership given in conditions of relative social isolation is an important one, the matter of prime interest in this seminar is the provision of leadership in organizations.

SEMINAR OBJECTIVES

Activities and topics of the seminar are designed to yield knowledge and skill in: (1) Identifying the dilemmas of contemporary organizational leadership. (2) Understanding the empirical relationships established between leadership effectiveness and other variables such as leadership style, organization task, leadership personality. (3) Understanding the affective/emotional dimensions of leadership--the contributions of failure, risk, persistence. (4) Understanding the relationship between leadership personality and leadership/organizational function. (5) Evaluating the philosophical positions of contemporary civic and business leaders and using those in... (6) Formulating a personal philosophy of leadership.

SEMINAR TOPICS

(1) Role--Visionary versus Facilitator: What is the role of the leader? Does the leader set direction or call others to find direction? **(2) Motivation** --Fear Versus Love: What are the major motives for human behavior? Do we act from fear or love, or both? What are the roles of competition and cooperation? **(3) Behavior Determinants**--Objects versus Actors: Is human behavior caused? What role, if any, does human will play? **(4) Authority**--Power versus participation: What are the legitimate sources of leader authority and how are these most effectively applied? **(5) Effectiveness**--Process versus Outcome: How are we to evaluate the effectiveness of leader behavior? Of organizations? Is morale related to organizational and personal achievement? **(6) Efficiency** --Technology versus Personnel: What responsibility does the leader have for efficient use of human and technical resources? What are the keys to improved productivity? How is productivity different from quality and efficiency? **(7) Decision**--Reflection versus Action: How does the leader relate decision style and involvement to decision type and decision climate? **(8) Change**--Risk versus Security: How does the leader orchestrate change in an organization? **(9) Organization**--Ambiguity versus Structure: What are the kinds of organizational structures available to the leader? When can structure be facilitating and when impeding? Is bureaucracy all bad? What is a bureaupath?u **(10) Conflict**--Order versus Justice: What role do dissent and disorder play in leader and organizational health? (11) **Style**--Task Orientation versus Person Orientation: How can the leader's dominant style be identified? Is there an effective style? What do we know of the relationship between leader personality and organizational function? (12) **Ethics**--Means versus Ends: What are the ethical dispositions, principles that can be--should be--associated with leadership effectiveness? (13) **Philosophy**--Optimism versus Pessimism: What are the findings on the power of leadership expectations and organizational behavior? (14) **Future Sensing**--Serendipity versus Planning: What role does the leader have for future sensing and for planning? What's the difference between a goal and an objective and what difference does this make in organizational health? How are individual goals linked to organizational goals? (15) **Improvement**--Service versus Profit: Is leadership in profit sector enterprise more effective than public sector leadership? What can one learn from the other?

SEMINAR ACTIVITIES

Each session of the seminar is expected to unfold as follows:

REVIEW OF EMPIRICAL LITERATURE - Will indicate what research findings reveal about the theme in question. Our sources here will be primarily those in social science, psychology, political science, management. Many of these are represented in the Selected Bibliography attached.

REVIEW OF NON-SCIENTIFIC LITERATURE - Will complement empirical findings and address the philosophical/value related questions of the theme under study. Our sources here will include readings in history, biography, novels, poetry.

REVIEW OF PERSONAL EXPERIENCE - Working with a resource visitor to the seminar (someone having a civic leadership position in our community), we will attempt an integration of what we have learned with our own experience. Discussion, questioning and testing of ideas will be the mode of inquiry at this point.

Seminar participants will be expected to take responsibility for extensive reading and presentation activities in each of these areas. The exact nature of responsibility assignments may vary with number of seminar participants, their interests and experience. We may try to develop for each topic a series of mini case illustrations taken from our own experience--vignettes illustrating both effective and ineffective leadership on the theme under study. We might also consider the compilation of a seminar quotation booklet--short lines that quickly deliver or summarize major ideas in forceful and imaginative ways.

SEMINAR PAPER - Since the final and major purpose of the seminar is to encourage each participant to develop a personal philosophy of leadership, each participant will be expected to prepare a major paper which represents a statement of that personal philosophy, or at least some particular and important element of leadership philosophy.

EVALUATION

Evaluation of participant performance in the seminar will be based on:

Quality of contributions in taking responsibility for organizational and presentation of seminar topics.

Quality of participation in seminar discussions.

Quality of seminar paper.

Self-evaluation of seminar participant.

LEADERSHIP WORKSHOPS - Leadership Training at CCC

During each academic year since 1965, the Student Government Association and Student Activities Office have conducted leadership training workshops. The 1985-86 leadership plan is seven-fold.

1. Fall 1985 - "Avant le College" workshop for leaders.
2. Fall 1985 - "Avant le College" workshop for prospective leaders.
3. Fall 1985 - "How Much is Too Much" workshop for Pub program committee and other committee officers and members involved in selling alcohol at committee sponsored events.
4. Fall 1985 & Spring 1986 - STU 101 "Leadership in Small Groups" - one hour credit course taught by Glen Chambers (STU 101A).
5. Presidents' Meetings 1985-86 - one to two-hour meetings; topics focus on budget, communication and publicity, interpersonal communication, etc.
6. Spring 1986 - "Feel Good About Yourself" workshop for leaders and prospective leaders.
7. Spring 1986 - "New SGA Council Backpack" for new SGA sophomore delegates.

ASSUMPTIONS CONCERNING STUDENT ACTIVITIES

CCC's Student Activities program is based upon the assumption that involvement in Student Activities can be a major component in the student's education. Other premises area:

1. The development of leadership skills is a vital part of one's education.
2. Leadership skills are learned through involvement in Student Activities.
3. Student Activities participation provides an ideal living/learning laboratory in which to develop and perfect skills as group leaders and members.
4. Group process; decision making; organizational, and administrative, bureau cratic and programming skills can be learned through involvement in Student Activities.
5. Student Activities involvement develops greater understanding and increased competence in leadership, organizational techniques, group process and interpersonal communication.
6. Student Activities involvement provides opportunity to acquire knowledge and related skills in specific subject matter of special interest to students.
7. Student Activities involvement develops individual self-actualization with regard to self-image and awareness, attitudes, goals, values, social consciousness, intrapersonal relations and thought and feeling.

The following goals were developed to support the program assumptions. The goal of the Student Activities Office is:

1. To develop group leader and member skills.
2. To develop opportunities to acquire specific subject matter of special interest to students.
3. To develop increased competence in leadership.
4. To develop increased competence in administrative and organizational techniques.
5. To develop increased competence in decision making.
6. To develop increased competence in group process.
7. To develop increased competence in interpersonal communication.
8. To develop critical thinking skills and encourage greater inquiry toward learning and fact finding.
9. To develop the student's capacity for critical decision making and assessment of needs and resources.
10. To develop the student's capabilities to meet communication requirements within the community.
11. To enhance the student's success-oriented behavior toward realizing maximum potential in the community.

12. To develop the student's capacity for self-actualization.
13. To enhance the student's capacity for value, goal, attitude, interpersonal relations and social consciousness development.
14. To enhance personal integration of thought and feelings.

LEADERSHIP TRAINING OBJECTIVES

All workshops have some common objectives:

1. Increasing the leader's skill in dealing with group interaction.
2. Teaching the leader the use of various leadership techniques.
3. Increasing the leader's interpersonal communication skills.
4. Increasing the leader's potential for self-affirmation, self-motivation, self-determination, and empathetic regard for others.
5. Creating "fun" activities to help faculty and student leaders become further acquainted on a less formal basis than possible in the classroom.

The workshops, using small group, experimental teaching/learning techniques, are planned jointly by the Director of Student Life and SGA Workshop Chairperson. The workshop funding is through the SGA budget - $11,700 for the 1985-86 academic year.

LEADERSHIP TRAINING RESULTS

Are the workshops worth the money? Data indicate 90-95% of all those who attend leadership workshops become involved in a major leadership role in some SGA organization within two semesters after attending the workshop. As you look around the room today, there are many leaders who got involved as the result of participating in one of the SGA Leadership workshops.

MAR-LU RIDGE I AND COOLFONT XII WORKSHOPS

The exercises in the workshops are not intended to be therapeutic, encounter or sensitivity type group experiences. Should you be looking for these kinds of experiences at this workshop, forget it. These experimental learning exercises are not designed to accomplish or provide those outcomes. The College Counseling Center offers a variety of group experiences which meets other needs. Thus, the exercises focus on what all students have going for themselves, their own personal resources - rather than on what has them hung up. Positive feedback is considerd most important.

Most of us are quite expert at identifying our weaknesses and being self-critical, but many of us are less expert at identifying our resources and potential.

DESCRIPTION

TITLE: Effective Leadership in Groups

SUGGESTED COURSE NUMBER: STU 101 (1:1,0)

DESCRIPTION: Students who have been elected or appointed to college or community leadership positions or who anticipate a future leadership role are provided with a series of learning experiences designed to give them a theoretical framework from which to expand their understanding of how persons function in a group leadership role.

CO-REQUISITE: The course is intended for students who have been elected or appointed to leadership positions or by permission of the instructor. Students holding leadership positions in community organizations could also profit from the course.

SYLLABUS AND OBJECTIVES

OBJECTIVES: Having acquired the knowledge of leadership techniques and skills, students will be able to lead a group in a given task and understand their own limitations and operate comfortably with the knowledge of these limitations.

LEARNING RESOURCES

Beal, George M; Bohlen, Joe M; and Raudabaugh, J. Neil, Leadership and Group Dynamic Action, the Iowa State Press: Ames, Iowa, 1962.

Gardner, John. The Anti-Leadership Vaccine, Carnegie Corporation of New York Annual Report, 1965.

Leadership Training Manual. Readings and Procedures Compiled by the Student Life Activities Staff.

Linowitz, Sol M., "Public Affairs: The Demanding '70's" Speech reprint which appeared in July-Sept., 1966 Civil Service Journal.

Roberts Rules of Order - Revised, William Marrow and Company, New York, 1971.

College Resources: CCC Annual Report, Red & Black Newspaper, Torch, Changing Times, Guide the College Senate.

Films: Challenge of Leadership (11 min. color film) BNA, 5615 Fischers Lane, Rockville, MD 20852; Confronting Conflict (30 min. film) BNA, 5615 Fischers Lane, Rockville, MD 20852; Is it Always Right to be Right? (8 min. color film, 1970) Stephen Bosviton Productions, 20548 Pacific Coast Highway, Malibu, CA 90265; Team Building (30 min. color film, 1971) BNA, 5615 Fischers Lane, Rockville, MD 20852; Why Man Creates (25 min. color film, 1969) Pyramid, Box 1048, Santa Monica, CA 90405.

SYLLABUS

Unit 1	The College organization.
Unit 2	Understanding various leadership styles and techniques and applying these to group processes.
Unit 3	Conducting meetings by parliamentary rules and procedures.
Unit 4	The duties of appointive or elective office.
Unit 5	Developing programs consistent with overall organizational philosophy, purpose and objectives. Essentially, establishing the ability to seek the right persons to aid in problem solving and program development.
Unit 6	Planning activities consistent with the nature of the organization constituency.
Unit 7	Factors which affect the group process and problem solving.
Unit 8	The budgeting and management process.
Unit 9	More effective meetings: agenda building, discussion leading, small group problem solving and decision making.
Unit 10	Leadership effectiveness--using exercises, motivation, assertiveness and conflict resolution.

MINIMUM REQUIREMENTS

Students will be expected to develop a project, make a written report on the project and give a formal presentation to the seminar group. Attendance at one hour per week seminar sessions is expected if the student is to gain maximum benefits from the course.

U. S. Air Force Academy, Colorado Springs, CO Lt. Col. Bill Clover

Effective Leadership Development

The successful development of leadership abilities at the U. S. Air Force Academy rests on the premise that hands-on practice in leadership situations is the best method for developing leaders. The Academy and the cadet squadron environment are ideal for providing this leadership practice. To develop those leadership abilities, however, a cadet needs more than a designated leadership position in the squadron or in a summer program. The Academy uses a proven and effective approach to developing leadership:

a. First, cadets are taught the theory behind leadership principles in the classroom. Core courses such as Behavioral Science 220 and 330 and Management 203 provide this required foundation.
b. Then, all cadets have opportunities to observe correct applications and to practice the leadership theory.
c. Finally, cadet leaders are given an opportunity to practice in both structured and unstructured situations. Here, the entire First Class Senior cadet year provides leadership opportunities through cadet officers running their squadron, group, and wing.

A brief summary of the terminology used and the structure of the Academy might be helpful in understanding more fully the description of the leadership development program(s). The Air Force Academy enrolls approximately 4500 students (cadets). The classes are arranged in ascending order--the Freshmen class is known as the Fourth Class; the Seniors are Firstclassmen. The day-to-day operation of the Wing (entire student body) is done by the cadets themselves; those with significant positions of responsibility and authority hold various military ranks and might generally be referred to as "cadet officers." The Cadet Wing consists of four units (approximately 1100 cadets each) called groups; each group consists of ten squadrons of approximately 110 cadets. The squadrons are further broken down into four flights of some 25 cadets each. A hierarchy of cadet officers operates the wing. Additionally, each squadron is supervised by a commissioned officer (generally a captain or major) called an "Air Officer Commanding" (AOC). The military training and development activities of the Wing are the responsibility of the Commandant of Cadets (a brigadier general). The AOCs work for the Commandant.

The structure of the academic portion of the Academy is quite similar to that of a typical college. All instructors are uniformed military officers who have graduate degrees and hold academic rank; there are generally five or six visiting civilian professors who serve on the faculty for a one-year period. The chief academic officer at the Academy is the Dean of the Faculty who also holds the rank of brigadier general. Faculty members work for the Dean.

The "President" of the Academy is generally a lieutenant general whose title is "Superintendent."

A few other terms warrant defining:

PMT-Professional military training; responsibility of the Commandant's staff
ATM-Academy training model; a model that depicts the philosophy and values that pervade all training done at the Academy
BCT-Basic cadet training; given the summer prior to fourth class year
SERE-Survival, Evasion, Resistance & Escape; training given at the completion of the fourth class year
ATC-Air Training Command; the major command of the Air Force responsible, among other things, for the majority of training of new entrants into the Air Force

TAC-Tactical officer; the West Point (U. S. Military Academy) equivalent of the AOC
Dash One-The written document that guides the military training and development of cadets
MPA-Military performance average; a measure of military performance conceptually comparable to the grade point average
CIC-Cadet in charge; the cadet who is responsible for some activity or group

The Commandant's leadership development programs offer both leadership skills training and leadership opportunities. Leadership development is an Academy-wide responsibility and consists of a cadet's experiences from BCT to graduation. Although the Commandant's programs provide some theory, they focus primarily on leadership skills development and leadership application opportunities. The Professional Military Training (PMT) Program is designed to provide leadership skills development to all cadets through a formal, integrated four-year course. Fourth Class (Freshman) PMT focuses on developing followership skills, an understanding of Air Force and USAFA heritage, and an appreciation for professional military values. Third Class (Sophomore) PMT concentrates on preparing Third Class cadets for increasing responsibilities through an OJT-approach to such skills as instructing, inspecting, evaluating and providing feedback. Third Class cadets also learn the Academy Training Model (ATM) process of setting expectations, teaching skills, providing feedback and consequences for both positive and negative behavior, and encouraging growth. The bulk of leadership skills development, however, occurs through Second Class (Junior) PMT in which cadets develop specific leadership and supervisory skills, such as controlling, leading within constraints, and working with poor performers. This program provides the cadet the skills needed to carry out their duties as cadet officers during their final year. The First Class PMT program focuses on applying previously learned leadership and supervisory techniques in cadet officer positions, and transitioning effectively into active duty as a lieutenant. Cadets have their greatest opportunity to apply leadership skills as cadet officers through their squadron responsibilities. Additionally, the numerous summer programs (such as BCT, SERE, and ATC leadership) offer significant leadership opportunities for our cadets. Each of these programs offer great potential for cadet leadership development.

The above leadership opportunities are most effective when they provide sufficient time for the cadet to practice leadership skills and to receive personalized feedback and performance evaluations. Cadets must have the opportunity to respond to suggestions, try new approaches, and refine skills in order to effectively develop their leadership abilities. For example, the AOC who prebriefs and debriefs cadets on job performance with specific critiques on the cadet's leadership effectiveness is successfully applying these principles. To make a leadership opportunity work, the cadet leader must be given clear examples to follow and model, and instructors must observe progress and give expert feedback.

The Air Force Academy has several new initiatives designed to give cadets expanded opportunities to apply leadership theory.

a. The DASH ONE, a guide to cadet training and development, gives examples of types of training and correct training procedures through an integrated-approach over all four years. This guide enhances leadership development by showing cadets examples of leadership opportunities in specific military training, athletics, and academic situations while laying out the strategy that training will take each year.

b. The PMT program is also helping to better prepare cadets for their leadership positions. As an example, during "Operational Squadron," Second Class cadets receive feedback on the squadron's performance from the First Class and then, based on these lessons learned, prepare an operations plan for running the squadron the following year. Cadets must think through the command and control of all aspects of the squadron mission, such as training or athletics, and are thus better prepared to take advantage of their leadership opportunities as cadet officers.

c. Both the Commandant's and the Dean's Staff work closely together to conduct a two-day Commanders' Leadership Enrichment Seminar each semester. This helps cadet commanders improve their leadership skills, work together as a cohesive team, and see opportunities for enhancing squadron effectiveness. In addition, they focus on specific squadron problems and develop approaches for correcting them.

d. More AOCs are now "making time" to debrief element leaders. They ask pointed questions on element member's status and give the element leaders specific feedback on how to improve their leadership effectiveness. Similarly, more AOCs are using the same process with key staff and intramural coaches.

e. A former AOC and the USAFA Exchange TAC at West Point has written a Guide For New AOCs. It gives specific examples of leadership opportunities and tips on improving leadership development in the squadron. This guide helps AOCs recognize and prepare leadership opportunities for each cadet, which facilitates their leadership development.

f. BCT Cadre Prep and Academic Year cadet training stress the behavior modeling approach through ATM to help cadets improve their skill, understand and accept their training role and responsibilities, and benefit more fully from an exceptional leadership opportunity.

There are many other programs at the Academy which also give cadets hands-on leadership application. Each intramural practice and game is an effective hands-on leadership opportunity if pre-brief and post-brief critiques are conducted. Wing and group staffs have an opportunity to receive additional leadership training which can make them more effective as a staff. Extracurricular activities, clubs, organizations and CIC positions also provide excellent leadership opportunities. In short, any activity which supports the squadron mission and which requires planning, organizing, and directing (e.g., social activities, squadron competitions, squadron trips, etc.) can be effectively used in the cadet leadership development process. The key ingredient in making these opportunities as effective as possible is feedback and suggestions.

The area which has the potential for bringing about the greatest positive change in cadet leadership development is training our staff to help cadets recognize, take advantage of and learn from all available leadership opportunities. By the time cadets complete their Second Class year, they have been exposed to the requisite leadership principles and have had hands-on practice in structured, military situations. To make the process complete and successful, each cadet needs personalized feedback on how effectively leadership skills are being applied. Cadets, in general, do not recognize leadership opportunities which permeate all aspects of squadron operations. Therefore, officers must facilitate these opportunities before, during and after each event. Academy officers who recognize leadership opportunities can help cadets learn from their experiences and develop the leadership skills we want them to have on active duty.

LEADERSHIP CORE COURSES-TAUGHT THIRD CLASS (SOPHOMORE)

LEADERSHIP IN ORGANIZATIONS - Beh Sci 220 - One of two half-semester "endangered species" leadership offerings, this sophomore level class introduced the academic traditions of leadership. In its final version it attempted to demonstrate through a variety of films, readings and applied situations drawn from cadet experiences that the traditional leadership theories could provide a foundation for improving leadership effectiveness. Rather than being left with the impression that leadership is something that all cadets must have simply because they were selected to attend this institution, the course suggests that a simple diagnosis of the characteristics of the leader, the followers and the task to be accomplished can have significant results in leader effectiveness.

LEADERSHIP IN SMALL GROUPS - Beh Sci 330 - The second of the core dyad, this junior level offering continues the academic pursuit of leadership. It examines the interpersonal context of leadership and supervisory behavior, emphasizing those attitudes and skills which contribute to constructive interactions with others. Subsequent to an overview of personality dimensions relevant to interpersonal behavior, students are introduced to such topics as communication theory and skills, social influence, and the nature of group interaction.

LEADERSHIP CONCEPTS AND APPLICATIONS - Beh Sci 310 - This full-semester course, which is designed to replace both of the previous courses, will more directly move the student from fundamental understanding of behavioral science concepts (as presented in the Introductory Psychology course) to a broader appreciation of the concept of leadership. Using both directed lectures and experiential exercises, this course will examine leadership from a variety of perspectives including leadership in both formal and informal settings and at the personal and organizational levels. The objectives are to enhance each cadet's understanding of concepts and theories of leadership in ways that contribute to their applicability in practice. Approximately one-fifth of contact time is devoted to exercises which demand a variety of leadership skills and which complement understanding of basic theory.

AN UPPER CLASS ELECTIVE - Beh Sci 464 - Through use of classroom theory and hands-on practical experience in applying OD concepts, BS 464 helps students sharpen leadership skills by giving them an appreciation of the organization change process, the factors which can cause resistance to change, and how to overcome these factors. From the experience of data gathering and diagnosis in the client organization, students get a behind-the-scenes view of organization life and a heightened awareness of some of the factors which affect organization health. Since systems thinking is stressed in 464, students learn the importance of considering all subsystems in making decisions.

Understanding the change process, gaining experience in diagnosing organizational climate and developing a systems perspective in decision making are tools provided by 464 which will enhance students' ability to function in leadership roles.

A SAMPLE LETTER DESCRIBING THE SKILLS TRAINING PROGRAM NOMINEE

To: CWDS-AOC

The purpose of this letter is to give you the opportunity to nominate a cadet from your squadron to be enrolled in the Skills Training Program (STP). STP is designed to help cadets whose poor interpersonal skills have contributed to their being placed on Aptitude Probation. These are cadets who need help with skills, not just poor conduct or attitude problems. This program involves a large commitment on the part of the AOC and cadet supervisors as well as the cadet. Please understand the extent of your obligations, which involve periodic evaluations and feedback to the individual, before recommending this individual for STP.

The cadet you recommend for STP should be a second or third classman on aptitude probation who has interpersonal skills which have negatively contributed to how the cadet is perceived in the squadron. At this time, we are only accepting one cadet from each squadron for STP.

Please provide us with the following data and complete the attached rating sheet and return it to DFBLC not later than ______(date)__________.

a. STP Candidate - (1) Name:______________________ (2) Class:___________
b. Please provide the names of the two cadets from your squadron who will be the MPA raters for this STP candidate: (1) Primary rater:_______________
(2) Additional rater:_________________

Be advised that these two raters will be required to attend two of the STP sessions to provide feedback to the STP cadet. These individuals and you will be advised of the dates when the STP sessions will be held.

Thank you for your support and commitment in helping this individual improve through STP.

Flight Specialists

PURPOSE: The purpose of Flight Specialists is to provide short-term retraining, remotivation, and redecision support to the basic cadet who is performing unacceptably due to physical or aptitude reasons or who is considering resigning. The Specialist also provides peer counseling support to those basic cadets who wish to see someone outside their chain of command.

PHILOSOPHY OF TRAINING: The Flight Specialist's role will be explained to all basic cadets during their first week at the Academy. Specialized, one-on-one attention to a basic cadet provides the best chance to learn and practice new skills, proceed at a more personalized pace, have closer supervision, and develop more positive self-esteem. The Flight Specialist makes it possible for the basic cadet to decide about becoming an effective cadet or leaving the Academy. Using peer counseling support, the Flight Specialist provides an opportunity for the basic cadet to talk to someone outside the chain of command about personal problems without feeling incriminated when it comes time for rating. Peer counseling is extremely effective in keeping a basic cadet's minor problems from escalating. By providing one-on-one tutoring support, Flight Specialists should free the chain of command to spend more time improving middle-of-the-road cadets' performances. Finally Flight Specialists provide a consistent training and counseling standard, ensuring that any basic cadet who is considering resigning has had the fairest opportunity to succeed at the and Academy.

JOB STRUCTURE: Flight Specialists are a committee whose Officer-in-Charge (OIC) is a professional counselor from DFBLC abiding by the requirements in "Command and Control of the Committee OIC." There is a Cadet-in-Charge (CIC) and an Assistant Cadet-in-Charge (ACIC) of Flight Specialists assigned to Group Staff. The CIC maintains the rank of Cadet Major, the ACIC will be a Cadet Captain. Each BCT flight will have a Flight Specialist who works with the chain of command, with the rank of Cadet Captain or Cadet Master Sergeant. While Flight Specialists work through DFBLC, they are under the direct control of the Squadron AOC (e.g., AOC will approve all passes, etc.).

JOB DESCRIPTION: The Flight Specialist Cadet-in-Charge and Assistant Cadet-in-Charge attend all necessary Group Staff functions and liaison back to the Flight Specialists. The CIC has cadet committee responsibilities for the Flight Specialists. The ACIC assumes this role in the CIC's absence.

LEADERSHIP AND ORGANIZATIONAL FEEDBACK

SUPERVISORY FEEDBACK: Starting in the summer of '85, every cadet supervisor who supervised five or more cadets was provided with private feedback. This feedback is designed to support the ATM. Each semester a major survey was administered which assessed: Squadron climate, perceptions of the Air Officer Commanding, and perceptions of each cadet's primary supervisor. Each cadet's primary supervisor is rated on the dimensions which make up the ATM (consequences, feedback, growth, positive motivation, expectation). As soon as possible, after the survey is completed, feedback is sent privately to each cadet supervisor on whom we have received at least five (5) subordinate responses. Cadet supervisors receive information on each dimension concerning how they were rated by their subordinates. Additionally, they are provided with data which show the overall Cadet Wing averages on each of the dimensions. In this way, the key issues involved in the Academy Training Model were kept salient to the cadet wing and to reinforce the leadership training skills involved.

LEADERSHIP FEEDBACK TO COMMANDERS: As part of the Cadet Leadership Enrichment Seminar (CLES) for Cadet Squadron Commanders, leadership feedback is provided to each Squadron Commander. This feedback is based on the perception of the ten (10) key staff members who work for each Squadron Commander. The feedback covers many of the same areas covered in the ATM feedback. Additionally, it covers dimensions subsumed under the label of transformational leadership (i.e., charisma, inspiration, intellectual stimulation, and individualized consideration). Each cadet commander is given private feedback concerning their own scores on these and other dimensions. Additionally, they are allowed to compare themselves against the Wing averages as well as all the scores of individual cadet commanders. (Scores of each commander are coded to preserve anonymity.)

Trenton State College, Trenton, NJ
Patrice Coleman-Boatwright

DYNAMICS OF LEADERSHIP - Spring 1986
Human Relations Department
Course #250, Section 3904
Holman Hall 117 1:40-4:20 p.m.

Carol Hermes, Karen Lynch--
Graduate Assistants

As part of the Leadership Development program, Trenton State College offers a fall and spring course on Leadership dynamics. The fall course is specifically geared towards residence staff, spring to anyone as an elective. Instructors are student development staff.

COURSE OUTLINE

January	27		Overview/Group Building
February	3	*	Leadership Theory
February	10		Personal Styles & Values Clarification
February	17	*	**Organizational Development & Goal Setting** **Topic for Organizational Observation Due**
February	24		**Group Dynamics & Group Communications Topic for Paper Due**
March	3	*	Effective Listening Skills/Giving & Receiving Feedback
March	10		Meeting Management & Delegation
March	17		MID TERM
March	24		Decision Making/Problem Solving
March	31		SPRING BREAK
April	7	*	Motivation
April	14		**Dynamics of Power Papers Due**
April	21	*	Conflict Resolution
April	28		Ethics and Professionalism
May	5		Multiculturalism
May	12		The Creative Process
May	19		FINAL & Course Evaluation

*Guest Presenter

COURSE ACTIVITIES

ORGANIZATIONAL DIAGNOSIS PAPER Each student will select an organization, agency or department, etc. You are asked to provide an in-depth diagnosis of the organization based upon the context of the course. 25% of final grade.

MID-TERM EXAMINATION Exam will cover topics from class, readings, and presentations from January 27 - March 10, 1986. 20% of final grade.

ORGANIZATIONAL OBSERVATION & CRITIQUE Each student is asked to attend 3 or more meetings of an organization to which they belong as a member or in which they have an interest in critiquing. You are asked to select a class topic (such as organizational communication, personal styles, etc.) and observe how the organization functions with regards to this topic. Interviewing members, assessing the dynamics of the group, etc. will allow you then to critique the success of problems of the group, with specific recommendations. You are then to present your findings (approximately 10 minutes) and recommendations during class. 20% of final grade.

CLASS PARTICIPATION Because of the importance of involvement and participation in class, attendance must be consistent. 15% of final grade.

FINAL EXAMINATION Exam will cover all of the material related to the course. Exam date - May 19, 1986. 20% of final grade.

EXTRA CREDIT An option of extra credit is available for those students interested in having their overall grade.

a. Leadership Training Series. Attending 5 Spg. '86 Series Seminars or
b. Attending the Leadership Conference sponsored by LDP April 19, 1986 or
c. Participate in the Spring Leadership Retreat - February 21, 22

TEXTBOOKS Effective Management of Volunteer Programs; Survival Skills for Managers, M. Wilson

ORGANIZATIONAL DIAGNOSIS PAPER

In diagnosing the organization you will write about, please consider the following concepts: Goals of the organization; Leadership (style); Organizational development; Modes of communication; Decision making; Motivation (productivity and cohesion of organization); Problem solving; Use of delegation; Planning; Evaluation; Power; Conflict resolution.

You may determine the length of your paper and utilize any resources you need (Leadership Resource Center, etc.). Please attach any instrumentation tools (evaluation forms, surveys, etc.). **Topic Selection/Approval - February 24, 1986 Paper Due - April 14, 1986.**

Colorado College - Colorado Springs, CO Thomas E. Cronin

LEADERSHIP 2000

Leadership 2000 is an all-college program which involves student, faculty and staff in the study of leadership and the training of leaders. Leadership 2000 supports workshops, public forums, block-break symposia and other activities involved in leadership training. In addition, it provides interested students with lists of courses on leadership, courses which range from The American Presidency, Hitler and Stalin, to Urban Politics, and The Hero and Anti-Hero in Literature. Leadership 2000 also maintains a film and video-cassette library dealing with Leadership, and works with the Student Life Staff and Outward Bound Office on campus to coordinate leadership training sessions.

Every Colorado College student has the opportunity to participate in Leadership 2000 programs.

THE RESIDENCE HALL PROGRAM: Student Resident Assistants participate in preservice and inservice training which incorporates many of the skills of effective leadership. This training includes workshops on communication skills, group dynamics, time management and organizational skills. Students who fill these positions are required to put into daily practice the lessons they learned in the training sessions. They also must learn to cooperate, and to work together as a group.

THE LEISURE PROGRAM: The Outdoor Recreation Committee, in cooperation with the on-campus offices of Outward Bound, trains leaders to organize and supervise mountain excursions. As an example, the Freshman Outdoor Orientation Trips, during the first block break, allow new students to discover Colorado as well as themselves through backpacking, sailing on the high lakes, horsepacking, and biking.

All nine committees of the Leisure Program are co-chaired by student leaders.

COLLEGE COMMITTEES: Students may serve as full voting members of nearly every policy-making committee at Colorado College.

STUDENT ORGANIZATIONS: A number of student-led organizations provide opportunities for service to the campus as well as to the community. These groups illustrate John Gardner's statement that leaders and would-be leaders must "demonstrate a lively devotion to the common good." Some of them are: Circle K, which has raised funds for Silver Key and the Martin Luther Home; Colorado College Students for Environmental Action, which coordinates programs with local ecological groups; Volunteer Action, which each week brings together some 70 Colorado College students and 70 children from Colorado Springs inner city schools; C. C. Campus Association Council; Black Student Union; and fraternities and sororities.

THE CAREER CENTER: The Center maintains a file of interesting possibilities for students who wish to intern for leaders or for organizations which serve the common good. The Center also trains students to serve as student career advisers.

ACADEMIC COURSES AND PROGRAMS: A "Liberal Arts Inquiry" program brings togther juniors and seniors in a series of extra-curricular seminars to encourage intellectual leadership in the liberal arts. These seminars place a premium on breadth of knowledge, speaking and writing skills, and defending and combining ideas.

Single courses as well as interdisciplinary summer "Institutes" provide students with classroom studies of leadership. Student participants in the 1985 "Leadership and Governance" Institute read and discussed a number of books on or about leadership, viewed and discussed a dozen pertinent films, read additional essays or short case studies, participated in a three-day Colorado Outward Bound trip, visited and were briefed at the North American Defense Command Headquarters, and spent one day in seminar at the Aspen Institute for Humanistic Studies. A summer 1986 Institute, "Authority and Leadership: A Global Perspective," studies international patterns of leadership and authority.

LEADERSHIP RESOURCES: Leadership 2000 maintains a library of films, cassettes, and a bibliography of works pertaining to the study and development of leadership.

THE McHUGH CHAIR OF AMERICAN INSTITUTIONS AND LEADERSHIP: Colorado College has recently established the McHugh Foundation Distinguished Professorship in American Institutions and Leadership. The first McHugh Professor, Dr. Thomas E. Cronin, is well known as a political commentator, analyst, and lecturer. Author of several books about the American presidency, leadership in America, and American politics and government, Professor Cronin has served as a White House aide and White House Fellow, has been a candidate for the U. S. House of Representatives, and has lectured at over 200 colleges and universities in the United States and in over a dozen countries overseas.

Colorado College Summer Institute - Colorado Springs, Colorado
Department of Political Science
Course Assistant: Holly Ornstein
Course Secretary: Helen Lynch

Tom Cronin
Elmer Peterson

LEADERSHIP AND GOVERNANCE IN AMERICA - June 17 - August 9, 1985

The purpose of this Summer Institute program is to develop and encourage a better understanding of leadership and governance in America. The Institute will be directed by Tom Cronin and taught by Cronin along with ten guest professors from outside the college, and ten professors from Colorado College who will lecture for a day or more on their special fields of interest. The program will use a dozen books and an extensive series of handouts. About a dozen films will be viewed, all of which will help students and guests explore various styles of leadership and different aspects of organizational leadership and societal governance.

OBJECTIVES

To read and discuss several notable studies on leadership; To review and assess diverse models of leadership and governance; To explore and debate contending qualities and contexts of leadership; To examine creativity, political styles and their relationship to effective leadership and governance; To develop and encourage leadership skills--writing, debating, communicating, conflict-management, negotiating, clarifying and defining policy options; To view and analyze leading films on leadership and governance; To develop problem solving abilities and group leadership capabilities.

READINGS

Books to be purchased. All can be found in the Colorado College bookstore.

1. Frederick Durrenmatt, The Visit
2. Sophocles, Antigone
3. Richard Neustadt, Presidential Power
4. Saul Alinksy, Rules for Radicals
5. Roger Fisher and William Ury, Getting to Yes
6. Peters and Waterman, In Search of Excellence
7. Ibsen, The Master Builder
8. Joseph Conrad, The Secret Sharer
9. Bennis and Nanus, Leaders: Strategies for Taking Charge
10. John Stoessinger, Crusaders and Pragmatists
11. Fred Greenstein, Hidden-Hand Presidency
12. John Gardner, Self-Renewal

FILMS

Will include: Twelve O'Clock High
The Business of Paradigms
Norma Rae
Lord of The Flies
Caine Mutiny
The Martin Luther King Story
Gandhi
Five Presidents on the Presidency
Leadership Styles in Congress
Bolero - (Zubin Mehta)
The Best Man
The Seduction of Joe Tynan
On Creative Leadership (David Campbell), and other shorter films on Stalin, Hitler, Peron, Kennedy, Eisenhower and others...
Mr. Smith Goes to Washington

FACULTY

From Colorado College:

Professor Dennis E. Showalter, History
Professor Peter Blasenheim, History
Professor David D. Finley, Political Science
Ms. Nancy Nish, Director - Career Center
Professor Mike C. Bird, Economics
Professor Robert D. Loevy, Political Science
Professor Curtis Cook, Political Science
Professor Andrew Dunham, Political Science
Professor Walt Hecox, Economics
Professor David C. Hendrickson, Political Science

Visitors to the College:

Professor Harvey C. Mansfield, Jr., Harvard University
Professor Fred I. Greenstein, Princeton University
Professor Benjamin Barber, Rutgers University
Dr. Elaine Yarborough, University of Colorado, Boulder
Professor David Crislip, University of Colorado, Denver
Mr. T. R. Reid, Reporter, The Washington Post
Dr. Lloyd E. Worner, Former President of Colorado College
Dr. Louis T. Benezet, Former President of Colorado College
Professor Duane Smith, Ft. Lewis College
Frank Pace, Jr., Bus. and Civic Leader, Adviser to 7 Presidents
Steve Klett, Assoc. Dir., Colorado Outward Bound, Colorado Springs
Charles Ansbacher, Conductor, The CO Springs Symphony Orchestra
Dr. Jodi Kassover Campbell, Center for Creative Leadership
Dr. David Campbell, Center for Creative Leadership, Greensboro, NC
State Senator Martha Ezzard, Englewood, Colorado
Mayor Linda Shaw, Lakewood, Colorado
Businessman Steve Schuck
Labor Leader Gus Tyler
Former Cabinet Secretary and noted writer--John W. Gardner

GENERAL SCHEDULE

6/17	1:30 P.M.	Introductory Session.
6/18	9:00 A.M.	Leadership in Communities. READ The Visit.
6/19	9:30 A.M.	Leadership Styles. READ Antigone and handout. Guest: Nancy Nish. **Evening 7:30 P.M.** (Tutt A) Film: Twelve O'Clock High
6/20	9:00 A.M.	On Learning & Thinking About Leadership - Basic Realities. Read: Abraham Zaleznik, "Managers and Leaders Are They Different" and Neustadt, Presidential Power, First Half.
6/21	9:00 A.M.	Machiavelli, The American Framers and Executive Power. Guest Professor: Harvey Mansfield. Complete reading of Neustadt's Presidential Power and Read H. Mansfield, "The Ambivalence of Executive Power."

WEEK TWO

WEEKEND READING: Saul Alinsky, Rules for Radicals.

6/24	9:00 A.M.	On The Washington Power and Governance Structure. Discussion of Alinsky - contrasted with Machiavelli and Neustadt.

6/25 9:00 A.M. Theories of German Leadership: From Bismark to Hitler. Guest Professor: Dennis Showalter. Read: Peters & Waterman, Excellence.

6/26 9:00 A.M. Theories of Latin American Leadership: Personalismo and Peron. Guest Professor: Peter Blasenheim. Read: Handouts. Evening, 7:30 P.M.: Film: Norma Rae.

6/27 9:00 A.M. Theories of Marxist, Leninist Leadership: From Lenin to 1985 USSR. Guest Professor: David D. Finley. Read: Getting to Yes, first half.

6/28 9:00 A.M. Conflict-Management and the Art of Negotiating. Guest Professor: Elaine Yarborough. Complete: Getting to Yes.

WEEK THREE

7/1 9:00 A.M. Leadership in Literature, #1. Guest Professor: Louis Benezet. Read: Ibsen play.

7/2 9:00 A.M. Leadership in Literature, #2. Guest Professor, Louis Benezet, Read: Conrad, Secret Sharer.

Tuesday Afternoon 4:00 - 5:30 P.M.: "Presidential Leadership at Colorado College" - Gates Common Room. Roundtable of two former and our current Colorado College Presidents, Dr. Louis T. Benezet, Dr. Lloyd E. Worner, Dr. Gresham Riley.

Tuesday Evening 7:30 - 9:30 P.M.: "An Evening with Washington Post Reporter, T. R. Reid" "Leaders I've Worked With and Covered."

7/3 9:00 A.M. Leadership Lessons. Guest: Louis Benezet.

7/3 10:30 A.M. Bolero Film and Discussion.

Wednesday Evening, 7:30 P.M.: Film: Lord of the Flies - Armstrong Hall and Discussion.

7/4 9:00 A.M. Educational Leadership. Guest Professor: Louis Benezet. Read: Handouts.

7/5 9:00 A.M. Educational Leadership. Guest Professor: Louis Benezet. Read: Handouts.

WEEK FOUR

WEEKEND READING: Bennis and Nanus: Leaders . . .

7/8 9:30 A.M. Visionary Leadership. Guest: David Crislip. Read: Bennis, pp. 1-110.

7/9 9:00 A.M. Implementing Visionary Leadership. Guest: David Crislip. Read: Finish Bennis.

Tuesday afternoon thru Friday morning: Colorado Outward Bound - Leadville, Colorado base camp.

WEEK FIVE

7/5	9:00 A.M.	Colorado Politics and Governance. Cronin and Loevy. Readings: To be handed out.
7/15	11-12 A.M.	Guest: Steve Schuck, Candidate for Colorado Governer '85.
7/16	9:00 A.M.	Legislative Decisionmaking and Policy Leadership in Colorado. Guest: State Representative Mike Bird.
7/16	7:30 P.M.	Colorado Silver Millionaires vs. Democracy: Governance Challenges in 19th Century Colorado. Guest: Historian Duane Smith.
7/17	9:00 A.M.	Colorado Reform Leadership, The Klan and The FDR Era. Guest: Historian Duane Smith. Wednesday Evening Film: 7:30 P.M. Tutt Room A.
7/18	9:00 A.M.	Party Politics and Planning Leadership in Colorado. Guest: Robert D. Loevy.
7/19	9:00 A.M.	Post-Roosevelt National Leaders: On Truman, MacArthur, Eisenhower and Others. Guest: Frank Pace, Jr.

WEEK SIX

WEEKEND READING: John Stoessinger, Crusaders and Pragmatists.

7/22	9:00 A.M.	Policymaking and Planning in America. Finish Stoessinger for Tuesday.
7/23	9:00 A.M.	Decisionmaking and Foreign Policy, #1. Guest: David C. Hendrickson. Read: Crusaders and Pragmatists.
7/24	9:00 A.M.	Decisionmaking and Foreign Policy, #2. Guest: Curtis Cook. Read: Allison: "Essence of Decision" APSR. Wednesday Evening Film: 7:30 P.M. The Best Man.
7/25	9:00 A.M.	Decisionmaking and Defense Policy. Guest: Curtis Cook. Read: handouts - Defense cases.
7/26	9:00 A.M.	Decisionmaking and The Civil Rights Act of 1964. Guest: Robert Loevy.

WEEK SEVEN

WEEKEND READING: The Hidden-Hand Presidency

7/29	9:00 A.M.	President Dwight Eisenhower. Guest: Fred I. Greenstein. Complete: Hidden Hand Presidency.
7/30	9:00 A.M.	Personality Approaches to The Study of Leadership and Governance. Guest: Fred I. Greenstein.
7/31	9:00 A.M.	Decisionmaking and Domestic Public Policy Making in America. Guest: Andrew Dunham.

Wednesday Evening Film: 7:30 P.M. The Seduction of Joe Tynan.

8/1 9:00 A.M. Domestic Policy Change in America. Guest Andrew Dunham.

8/1 10:45 A.M. Citizenship, Leadership and Democracy in America. Guest: Professor Benjamin Barber.

8/2 9:00 A.M. Special Field Trip to The Aspen Institute for Humanist Studies: Guest Professors: Former Cabinet Leader and writer John W. Gardner, and Labor Movement Intellectual Gus Tyler. Aspen Musical Festival Concert.

WEEK EIGHT

WEEKEND READING: John Gardner, Self-Renewal

8/5 9:00 A.M. CLASS DEBATES

8/6 and 8/7: Research and Writing Days.

8/8 and 8/9: Paper presentation and final examination.

COURSE REQUIREMENTS

All reading must be done prior to class discussions of the readings. Course requirements include a careful reading of all assigned books and essays, quality participation in class discussion, participation in class debates, several short papers and one long research paper and a final examination at the end of the course. Regular class and Wednesday evening film attendance is required. The Colorado College honor code will apply to all assignments.

OFFICE HOURS

Professor Cronin will be available most days immediately after class and by appointment. Cronin office is in Palmer, 211. Extension 533. Home phone: 475-1900. Course assistant Holly Ornstein can be reached at 636-2185.

SUGGESTED ADDITIONAL READINGS

James MacGregor Burns, Leadership; Michael Maccoby, Leader; Harlan Cleveland, The Future Executive; Rosabeth Kanter, The Change Masters; Barbara Kellerman, ed., Leadership; Gary Yukl, Leadership in Organizations; Lester Selznick, Leadership in Administration; C. Wright Mills, The Power Elite; Charles A. Madison, Critics and Crusaders; Robert Tucker, Politics as Leadership; Rosenbach & Taylor, eds., Contemporary Issues in Leadership; Taylor & Rosenbach, Military Leadership; Robert Dahl, Who Governs?; Edward Banfield, Political Influence; Aaron Wildavsky, Leadership in a Small Town; Chester Barnard, The Functions of An Executive; Ann Ruth Willner, The Spellbinders: Charismatic Political Leadership; Glenn D. Paige, ed., Political Leadership; Lewis Edinger, ed., Political Leadership in Industrialized Societies; Daedalus Special Issue--Philosophers and Kings: Studies in Leadership; T. O. Jacobs, Leadership & Exchange in Formal Organizations; Howard Riaffa, The Art & Science of Negotiation; Bernard M. Bass, Stogdill's Handbook of Leadership: A Survey of Theory and Research; Graham T. Allison, Essence of Decision; M. Lombardo & M. McCall, Leadership: Where Else Can We Go?; Herbert Simon, Administrative Behavior.

Princeton University, Department of Politics Thomas E. Cronin
Woodrow Wilson School - Princeton, NJ Visiting Professor of Politics
Spring Term 1986, Preceptors: Dr. John Geer, Mr. Brian Mirsky

Politics 203: POWER, LEADERSHIP AND GOVERNANCE IN AMERICA

The purpose of this course is to develop and encourage a better understanding of power, leadership, and governance in the United States. Although this is an introductory course, it will not be a survey of American government. Instead, it focuses on major concepts and theories about how we have designed our political system. Government, it is often pointed out, is always government by the few. The question is whether the few govern, lead and exercise power on behalf of the few, or the many.

Debates over power and leadership are as old as our Republic. Alexander Hamilton, at our 1787 Constitutional Convention, observed that "men love power. Give all power to the many, they will oppress the few. Give all power to the few, they will oppress the many. Both therefore ought to have power, that each may defend itself against the other." And listen to Princeton's own James Madison: "The essence of government is power, and power, lodged as it must be in human hands, will ever be liable to abuse."

Basic questions must be raised. How do we define power, authority and leadership? Are they the same? Who governs? And with what resources and for what ends? Who gains power and how? What do they do with it? What about the powerless? How do we hold leaders and those with power to account? Should power be distributed differently? What are and what should be our theories of leadership and governance? How do American values about freedom, capitalism and political equality affect our attitudes and evaluation of power, leadership and governing arrangements?

COURSE OBJECTIVES: To explore major theories of leadership and power in America; to read and discuss notable studies about power, ideology and governance in America; to review and reconsider diverse models or theories of leadership and governance in America to debate these theories; to view and analyze films and documentaries on power, authority and leadership styles; to encourage students to develop their own theories about power and leadership; to examine what it is leaders do and how we are governed.

READINGS: All readings must be done prior to weekly precept discussions of the readings. Course requirements--especially in this course--necessitate a careful reading of all assigned books and essays and quality participation in class discussions and debates. The following books are to be purchased and all can be found in the Princeton University Store (and all are also on reserve in the Firestone Reserve Reading Room).

Saul D. Alinsky, Rules for Radicals: A Pragmatic Primer for Realistic Radicals
Robert J. Ringer, Restoring the American Dream
Robert A. Dahl, Who Governs? Democracy and Power in An American City
William G. Domhoff, The Powers That Be
Samuel P. Huntington, American Politics: The Promise of Disharmony
Bruce Miroff, Pragmatic Illusions: The Presidential Politics of John F. Kennedy
David R. Mayhew, Congress: The Electoral Connection
Anthony Lewis, Gideon's Trumpet
Robert A. Caro, The Power Broker: Robert Moses and the Fall of New York
Timothy Crouse, The Boys on the Bus: Riding with the Campaign Press Corps

A small number of essays will be placed on reserve and will be assigned in connection with some of the shorter books or as part of the mid-term or final exam process.

RECOMMENDED READINGS

James MacGregor Burns, Leadership
Warren Bennis and Burt Nanus, Leaders: Strategies for Taking Charge
Lester Selznick, Leadership in Administration
Michael Macoby, The Gamesman
Abraham Zaleznick, Power and the Corporate Mind
C. Wright Mills, The Power Elite
Leonard and Marle Silk, The American Establishment
Bertrand De Jouvenal, On Power
Steven Lukes, Power
Benjamin Barber, Strong Democracy
Rosabeth Kanter, Men and Women in the Corporation
John Gavanta, Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley
Alex Haley, ed., The Autobiography of Malcolm X
William Golding, The Lord of the Flies
Thomas R. Dye, Who's Running America?
Charles Murray, Losing Ground
Michael Harrington, The New American Poverty
Richard Edwards, Contested Terrain: The Transformation of the Workplace in the Twentieth Century
Paul Sniderman and Michael Hagen, Race and Equality
Jennifer Hochschild, What's Fair?
Benjamin Page, Who Gets What From Government?
Milton and Rose Friedman, Free to Choose
Richard Neustadt, Presidential Power
Roger Fisher and William Ury, Getting to Yes
Robert Tucker, Politics as Leadership
Machiavelli, The Prince
Sophocles, Antigone
Richard Kluger, Simple Justice
Lester Thurow, Zero Sum Solution
Harold Lasswell, Politics: Who Gets What, Where and How?
V. O. Key, Jr., Public Opinion and American Democracy
Walter Lippmann, The Public Philosophy
Edward Baufield, Political Influence

COURSE REQUIREMENTS: Regular and thoughtful class and precept participation; an occasional one-page paper or quiz on the week's book; Mid-term exam, March 11, in class; one short paper due at end of course; optional class debate; final examination--late May (date and time to be announced).

This course will be a lecture (once a week), reading and precept discussion course. Emphasis will be placed on reading and discussion, not research. Readings must be read prior to the sessions in which they will be discussed. Students are expected to be able and willing to raise as well as discuss questions at each of the ten precept sessions. Both Tuesday's lecture and especially the week's assigned reading will be open for discussion.

LECTURE TOPICS AND READING ASSIGNMENTS

Week	Date	Topic
1	2/4/86	"Leadership in America"
2	2/11/86	"Power and Authority--and America's Ambivalence Toward Political Power" READING: S. Alinsky, Rules for Radicals
3	2/18/86	"The American Ethos and The American Dream: The Role of Ideology" READING: R. Ringer, Restoring the American Dream
4	2/25/86	"The Power Elite v. Pluralism Debate Reconsidered" READING: R. Dahl, Who Governs?
5	3/4/86	"The American Politician--Leader, Follower or Broker?"; "The Washington Power Structure" READING: W. Domhoff, The Powers That Be
6	3/11/86	**Midterm Examination**
7	3/18/86	**Spring Break**
8	3/25/86	"Democracy in America: The Enduring Tensions Between Democracy and Leadership" READING: S. Huntington, American Politics . . .
	3/26/86	**Special Event, Lecture by noted congressional scholar Richard Fenno, 8:00 p.m.**
9	4/1/86	"Presidential Power and Leadership" READING: B. Miroff, Pragmatic Illusions
10	4/8/86	"On Congressional Leadership" READINGS: D. Mayhew, Congress: The Electoral Connection; and G. Esterbrook, "What's Wrong with Congress?" (on reserve)
11	4/15/86	"An Imperial Judiciary?" READINGS: A. Lewis, Gideon's Trumpet; and David O'Brien, article on "Imperial Judiciary?" (on reserve)
12	4/22/86	"Bureaucratic Power and the Rise of the Administrative State," "On the Separation of Brains and State" READINGS: R. Caro, The Power Broker, Chapters (skim early chapters), 8-10, 12, 13, 18, 20, 28-30, 38, 39, 41, 46-50
13	4/29/86	"Media Power" READINGS: T. Crouse, "Boys on the Bus," and articles on reserve
14	5/6/86	**READING PERIOD** Review Session-Concluding comments to be announced
15	5/13/86	**MORE READING PERIOD**
16-17	5/20-27	**EXAM PERIOD** Exam date and time to be announced

PRECEPTS: Professor Tom Cronin (Office-Corwin 302), Wednesday 1:30-2:30 WWS9, Wednesday 2:30-3:30 WWS9; Dr. John Geer (Office-Corwin 203); Mr. Brian Mirsky (Office-Politics Lounge) Tuesday 2:30-3:30 Mudd Library, Wednesday 3:30-4:30 Corwin Conference Room. Please take full advantage of office hours and precept sessions. They are important in this course. Office Hours: Cronin: Tuesdays, 2:00-5:00 p.m.; Geer: To be Announced; Mirsky: To Be Announced.

Course grades will be based on this general formula: participation in precepts 15%; papers and quizzes on books 15%; short paper or debate participation 15%; mid-term 10%; final exam 35%.

SUGGESTED DEBATE TOPICS:

Power is Widely Dispersed in America
Power Corrupts
America is Becoming More Not Less Democratic
C. Wright Mills Was Right--A Power Elite Rules America
Presidents Are More Followers than Leaders
America is More Governed by Tolstoian than Carlylian Forces
Americans Most of the Time are Hostile to Enlightened, Bold Leadership
Creative Intellectuals Can Rarely Be Effective Political Leaders in a Democracy

Onondaga Community College, Syracuse, NY William M. Cross

PSY 211 PSYCHOLOGY OF LEADERSHIP & WORK

SYLLABUS

COURSE DESCRIPTION: This is an experiential 3 credit hour course which explores the psychological perspective of leadership and work. Within the course we will examine the basic concepts of interpersonal perception and communication, motivation, stress and individual development, leadership, power, group performance, intergroup conflict and work design.

In order to learn in this course you will need to be much more active in class than in other courses. I expect that you will participate in class activities/experiences/exercises and keep up with the readings. You will learn about the course content by reading about the psychological perspective and by experiencing it and by drawing principles from your experience. I also expect that you have had a general psychology course...otherwise you will have to go so far into the basics that you will be unable to learn much about the main focus of the course.

EVALUATION: There are three basic factors which you will be evaluated on in this course: class participation (including attendance), a journal of your class experiences and two multiple choice examinations. Because the classes will be essentially experiential in nature, your active and consistent involvement is necessary for learning. The journal is of your experience of the classroom activities integrated with principles which you have drawn from these experiences. Finally, a midterm and final examination will be given on the course material (primarily for the textbook). The relative weights assigned to each of these factors are: Class participation 1/3; Journal 1/3; Midterm 1/6; Final 1/6.

TEXT: Kolb, Rubin, McIntyre, Organizational Psychology: An Experiential Approach to Organizational Behavior

DETAILED COURSE OUTLINE

I. Organizational Socialization (Introduction pp. 1-8) (Chapter 1 pp. 9-24)

OBJECTIVES:
1. To introduce the concept of the psychological contract.
2. To articulate and share expectations (instructor and participants).
3. To identify problem areas based on conflicting expectations and to take steps to resolve any such conflict.

II. Social Styles (Handout on Social Styles)

OBJECTIVES:
1. To understand the concept of social styles.
2. To become aware of your basic social style and backup style.
3. To learn how to interact effectively with differing social styles.
4. To develop a plan to become more personally versatile.

III. Individual Motivation and Organizational Behavior (Chapter 3)

OBJECTIVES:
1. To learn about the 3 basic social motives and how they are defined.
2. To gain insight into your own motive patterns.
3. To explore the relationship between individual motivation and behavior in organization.

IV. Personal Growth and Career Development (Chapter 4)

OBJECTIVES:
1. To assess your current life-career situation.
2. To identify personal goals.
3. To choose an immediate short-term goal that is personally important to you and develop a plan to achieve it.

V. Group Dynamics (Chapter 5)

OBJECTIVES:
1. To increase understanding of interpersonal processes that facilitate or hinder a group's ability to function effectively.
2. To sharpen ability to observe and diagnoses these process factors.
3. To practice trying to combine the role of participation task accomplishment with the role of observer.

VI. Problem Solving in Groups (Chapter 6)

OBJECTIVES:
1. To gain understanding of four phases of managerial problem solving: situation analysis, problem analysis, solution analysis and implementation analysis.
2. To practice managing these problem solving activities in a work group setting.

VII. Managing Work Team Effectiveness (Chapter 7)

OBJECTIVES:
1. To learn about the task related factors that influence team effectiveness.
2. To sharpen the ability to see the impact of these factors upon team functioning.
3. To practice using this model to enhance a team's effectiveness.

VIII. Managing Conflict Among Groups (Chapter 8)

OBJECTIVES:
1. To increase understanding of the problem of suboptimization, particularly when group goals take precedence over total organizational goals.
2. To examine strategies for reducing the negative effects of conflict on the effectiveness of intergroup relations.
3. To explore ways of establishing collaborative, vs. competitive, intergroup relations.

IX. Interpersonal Communication (Chapter 8)

OBJECTIVES:
1. To understand the barriers to effective communication and to explore ways of eliminating some of these barriers.
2. To increase the ability to listen and to understand another person.
3. To increase sensitivity to other than verbal modes of communication.

X. Interpersonal Perception (Chapter 10)

OBJECTIVES:
1. To understand the factors that influence our perception of other people.

2. To understand the manner in which perceptions of other people, particularly first impressions, influence interpersonal relationships.
3. To explore methods for giving and receiving feedback by sharing the perceptions group members hold of each other.

XI. Leadership and Decision Making (Chapter 12)

OBJECTIVES:

1. To examine decison making in organizations as a social process.
2. To identify personal approaches to organizational decision making.
3. To compare personal approaches with a formal model of organizational decision making.
4. To practice using the formal model to analyze actual organizational decison situations.

XII. Leadership: The Effective Exercise of Power and Influence (Chapter 13)

OBJECTIVES:

1. To learn about four styles of personal power and influence.
2. To practice using these styles in different situations.
3. To get feedback on which styles you may tend inappropriately to overuse or underuse.

XIII. Supervision and Employee Development (Chapter 14)

OBJECTIVES:

1. To increase understanding of leadership as a helping relationship.
2. To practice giving help in a supervisor role.
3. To practice receiving help in a worker role.

Air Force ROTC, Maxwell Air Force Base, AL Drew E. Croucher

Teaching Air Force Leadership in the Classroom
Psychology in the DOD Symposium

Our mission is to recruit, educate, and commission officer candidates through a college campus program based on Air Force requirements. Leadership is taught 23 hours in classroom and 120 hours out of classroom.

Academic Content

Human Motivation: McGregor, Maslow, Atkinson, McClellan, Herzberg, Vroom, Skinner, Massie & Douglas
Individual Behavior Process: Perception, needs, self-concept, roles, attitudes, opinions, defense mechanisms, Johari Window
Human Groups: Formal and informal groups, norms, Homans and Whyte's A-I-S theory, group leadership
Introduction to Leadership: Leadership vs. Management, Bowers and Seashore, Zaleznik, Lester
Personal Perspectives on Leadership: Students study the personal leadership views of selected famous leaders. Eaker, Bradley, Taylor, Gaylor, Freedman
Leadership Traits: Students study the traits associated with effective leadership. Catton, Lawrence, Bach
Leadership Models: Likert, Blake-Mouton's Managerial Grid, Fiedler's Contingency Theory, Hersey-Blanchard's Situational Leadership
Followership: Crockett, Bishop, Short
Command: Students look at leadership as it's applied by a typical Air Force commander

Classroom Teaching Techniques

Most lessons consist of a one-hour classroom period. Instructors use a combination of lecture, student presentations, guided discussions, and guest speakers to achieve the learning objectives. A variety of case studies, student exercises and simulations are integrated throughout the curriculum. Some of these include: Group Member Roles/Group-on-Group Observation; Military Maze Exercise; Case Studies in Situational Leadership; Leader Match VI programmed instruction; an In-Basket Exercise.

Leadership Laboratory: Students plan, organize and implement cadet corps operations mirroring the structure of a typical Air Force organization. This practicum is cadet run and allows students to learn by doing in an Air Force environment. (120 hours out of classroom) Junior and senior cadets instruct freshman and sophmores in military customs and courtesies, drill and ceremonies. Activities include long-range planning, evaluation, operating promotion systems, and inspections.

Basis for Curriculum

The ISD process is thoroughly integrated in curriculum development. AF Human Resources Laboratory studies and Occupational Measurement Center surveys are used in developing system requirements. The Precommissioning/Initial Education Memorandum of Understanding further defines curriculum subject areas and goals among all Air Force commissioning programs.

LMDC's Lieutenant's Perspective surveys and AFROTC graduate surveys are also examined to further refine curriculum requirements.

In addition, we are responsive to command input to curriculum topics and remain within constraints established in USC Title 10, Chapter 103, DOD Directive 1215.8, Section IV-A and AFR 45-48.

Leadership Laboratory

Leadership Laboratory is taken an average of 1 hour per week throughout the student's enrollment in AFROTC. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. Leadership Laboratory involves a study of Air Force customs and courtesies; drill and ceremonies; career opportunities in the he Air Force; and the life and work of an Air Force junior officer. Students develop their leadership potential in a practical, supervised laboratory, which typically includes field trips to Air Force installations throughout the United States.

The first 2 years of LLAB involve activities classified as initial leadership experiences, including a study of Air Force customs and courtesies, drill and ceremonies, giving military commands, instructing, correcting, evaluating the preceding skills, studying the environment of an Air Force base, and learning about career opportunities available to commissioned officers. The last 2 years consist of activities classified as advanced leadership experiences, involving the planning, organizing, coordinating, directing, and controlling of the military activities of the cadet corps, the preparation and presentation of briefings and other oral and written communications, and the providing of interviews, guidance, and information which will increase the understanding, motivation, and performance of other cadets.

AFROTC Leadership Laboratory Goals

AS 100
- Know the benefits and opportunities associated with an Air Force career
- Know how various base units contribute to mission accomplishment
- Know the Air Force and AFROTC grade structure
- Know the privileges and responsibilities associated with an Air Force commission
- Demonstrate correct wear of the uniform
- Apply common USAF customs and courtesies in the AFROTC cadet environment
- Demonstrate all basic individual drill positions and movements
- Demonstrate all flight movement procedures

AS 200
- Demonstrate the ability to give commands effectively in individual drill positions and flight formations
- Know how to instruct AS 100 cadets in individual drill and flight movements
- Demonstrate effective execution of all cadet officer functions associated with a parade ceremony
- Apply the elements of personal leadership to both military and civilian activities
- Know the Air Force base environment in which the USAF officer functions
- Demonstrate effective execution of all squadron drill movements
- Know the career areas available based upon their academic major
- Comprehend the importance of and preparation for Field Training
- Comprehend the privileges and responsibilities associated with an Air Force commission

AS 300
- Apply effective human relations in dealing with superiors, peers, and subordinates
- Apply leadership and management competencies through participation in advanced leadership experiences
- Apply leadership principles in the conduct of military drill and ceremonies as required for the operation of the cadet corps
- Know how to evaluate AS 200 cadets in their role as instructors and leaders
- Comprehend the AS 100 and AS 200 Leadership Laboratory goals
- Know how to select the Air Force Specialty Codes that are compatible with their academic major

Comprehend the importance of developing proper health habits in order to live a more complete life

AS 400

Comprehend their own leadership and managerial abilities
Apply effective human relations when dealing with superiors, peers, and subordinates
Apply effective leadership and managerial techniques with individuals and/or groups
Comprehend factors which will facilitate a smooth transition from civilian to military life

AS 300 -- Air Force Leadership and Management

DESCRIPTION. AS 300 is a study of leadership and management fundamentals. The course also includes blocks of instruction on communicative skills and military ethics. Case studies are used to examine Air Force leadership and management situations. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

COURSE GOALS. The course goals for Air Force Management and Leadership are for each cadet to: Apply listening, speaking, and writing skills in Air Force peculiar formats and situations with accuracy, clarity, and appropriate style; comprehend the managerial and leadership responsibilities of the Air Force junior officer; comprehend the basic concepts of individual motivation, organizational dynamics, and leadership in relation to the duties of the Air Force junior officer; comprehend the decision making process as it relates to the duties of the Air Force junior officer; comprehend the responsibility, authority, and functions of an Air Force command and staff; comprehend the counseling responsibilities of the Air Force officer.

COURSE OUTLINE:

Communicative Skills - Communication, Research, Writing, Intra-staff Comm, Oral Comm, Listening
Management Fundamentals - History of Management, Management Forces, Motivation, Individual Behavior, Human Groups, Organizational Structure
Leadership - Leaders vs. Managers, Personal Perspectives, Leadership Traits, Likert, Managerial Grid, Fiedler's Contingency Model, Situational Leadership, Followership, The AF Commander
Planning, Organizing, and Coordinating - Management Systems, Decision Making, Strategic/Tactical Planning, Coordination
Staffing and Controlling - Staffing, Counseling, Performance Appraisal, OERs, APRs, Officer Career Management, Civilian Personnel, Controlling
The Manager and Reality - Power and Politics, Tactics, Managing Change, Conflict Resolution, Integration and Innovation, Ethics and Standards of Conduct
Testing and Administration

An integrated management course emphasizing the concepts and skills required by the successful manager and leader. The curriculum includes individual motivational and behavioral processes, leadership, communication, and group dynamics, providing the foundation for the development of the junior officer's professional skills (officership). Course material on the fundamentals of management emphasizes decision making, the use of analytic aids in planning, organizing, and controlling in a changing environment, as necessary professional concepts. Organizational and personal values (ethics), management of change, organizational power, politics, and managerial strategy and tactics are discussed within the context of the military organization. Actual Air Force case studies are used throughout the course to enhance the learning and communication process.

U. S. Naval Academy, Annapolis MD Commander Donald J. Curran

LEADERSHIP EDUCATION/TRAINING AT THE U.S. NAVAL ACADEMY

APPROACH

The Naval Academy, as with all other American military service schools, enjoys the advantage of knowing and understanding the requirements that will be placed on its graduates. Two approaches are taken to ensure that with an ever changing operational environment Academy programs remain responsive to the needs of the Naval Service.

Ninety-seven percent of those faculty and staff members charged with the responsibility of developing and carrying out instructional programs are veterans of the working environment which their students enter upon graduation. This ensures that midshipmen are provided direct contact with personnel who can speak to them in the language that they must learn, and thus facilitate the transition from civilian to military life.

Two other tools which maintain a viable leadership program at the Academy are based on Graduate Performance Evaluations which are submitted by the graduates themselves at the three, seven and twelve year point after leaving the Academy and by annual reports from the "employers" of these graduates as to their strengths and weaknesses. These feedback reports are sent to both a central military personnel report receiving activity as well as the Academy. Through these feedback programs and instruction by experienced instructors, the Academy is able to ensure that leadership education and training programs are modified to reflect changing operational, technical, and manpower conditions for which their graduates must be prepared.

The programs themselves are developed under the guidance of a committee consisting of the top academic and military leaders of the Academy, including the Academic Dean, Dean of Admissions, and the Commandant of Midshipmen. To ensure applicability and practicality of leadership courses, the Director of Professional Development, the Chairman of the Department of Leadership and Law and the senior civilian leadership professor are contributing members of the Leadership Review Committee.

There are a number of initiatives in place to further strengthen the validity of the military leadership program. On an annual basis the Academy holds a Leaders' Forum, funded by one of the alumni classes. It brings to Annapolis the student leaders of the four major service academies as well as high ranking military leaders from the four services for several days of discussion concerning ways to improve and better understand the role of leadership in the running of the four service academies. A highly skilled facilitator keeps discussions on track, and the interfacing with the acknowledged military leaders helps to provide for improvement in the academy programs. It also helps to ensure that the graduates will not only continue to be able to succeed in and make contributions to the military services, but also to understand that the role of military officers is not only to obey orders, but to know when programs and approaches should be modified or changed to ensure they meet the needs of the federal government.

On a regular basis the leaders of the service academies meet to ensure that the overall approach to leadership is consistent with traditional leadership principles. These interservice leadership briefings and meetings are held at all levels of the four schools. This helps to keep all hands attuned not only to what the other institutions are doing, but to what their counterparts in various parts of the Academy have to say about leadership topics.

There are essentially two formal leadership programs. One of these programs is taught in the academic department charged with the professional development of midshipmen and is provided overall guidance by qualified military and civilian personnel. The academic approach, in addition to classroom interface with experienced instructors, relies on text books that represent the combined experience of generations of naval leaders and includes information and concepts that are basically static from one decade to the next. A second volume is used in each leadership course and revised on an annual basis. These formal courses are taught by the leadership staff as well as guest instructors. The guest instructors come from throughout the Academy and have a wealth of operational and leadership experience. Many of these individuals are Company and Battalion Officers who are directly responsible for anywhere from 130 to over 700 midshipmen in all phases of Academy life, both academic and otherwise. Using these officers as leadership instructors is very productive in terms of reinforcing leadership principles both in the academic and non academic environment.

The second program centers around the students' daily routine and is administered by experienced officers. They are assisted by senior members of the Brigade of Midshipmen and work in an operating laboratory in which students can learn and practice aspects of what has been taught in the classroom. Leadership training begins as soon as the incoming freshman class arrives. This period, called Plebe Indoctrination, lays the foundation for the next four years at the Academy. During each succeeding year, midshipmen receive leadership training specifically tailored to their responsibilities as upperclass. In conjunction with this program, each midshipman is exposed to an operational leadership environment as they participate in various fleet summer training programs.

Starting in 1923 and continuing to this day, leaders throughout the military service are consulted on their perceptions of what constitutes an effective officer of the Naval Service. Additionally, Academy personnel attend both civilian and military leadership programs and seminars to incorporate contributions and achievements from both civilian and military circles. This interaction greatly benefits the leadership program at the Naval Academy.

All leadership instructors are provided with general and specialized methods to impart and discuss leadership. During this Leadership Training Program, all aspects of instructing and working with students are presented, including role playing and detailed discussions concerning the handling of past leadership situations. All during the academic year, meetings are held to discuss the progress of leadership programs with subsequent course corrections promptly made where indicated.

The somewhat closed environment of the Academy provides a singular opportunity for midshipmen to meet with, learn from, and input ideas to their faculty. This takes place both on a professional student/educator level as well as in a social and sports-related environment.

In summary, the Naval Academy's leadership program is developed from an understanding of both the needs of the services, the midshipmen's employer, and the individual officers so that they may lead a life that both contributes to their country as well as providing them with a rewarding career experience. It is an integrated program that is designed to build on itself over the four year course of instruction. Both the formal and informal leadership efforts are well balanced and are under constant scrutiny to ensure relevance and effectiveness. Program composition is influenced by leadership thought in the military and civilian sector and takes into account the theories of leadership that have proved applicable both in this country as well as around the world. Steps are taken to ensure that while teaching strategies and materials remain current, proven methodologies are not discarded just because their origin was in the past. An appreciation of the historical and literary contributions of leaders is also covered. This all provides for a well structured approach to the area of leadership at the United States Naval Academy.

NL 102 LEADERSHIP I: FUNDAMENTALS OF NAVAL LEADERSHIP

An introductory course to instill in midshipmen a professional sense of purpose and personal honor, as well as those significant military leadership traits and techniques which will ensure credibility in their ideas and commands, and give them an appreciation of individual and organizational factors which influence their performance as leaders.

- Develop a sense of purpose
- Instill a sense of honor, ethics, integrity, morals and professionalism
- Introduction to navy programs (i.e. EEO, substance abuse, alcohol responsibility training)
- Communicating ideas and commands

NL 200 LEADERSHIP II: HUMAN BEHAVIOR

A study of theory and principles of individual and group behavior and their relationship to effective leadership in the Naval Service.

- Brain and behavior, drug-related behavior, learning (reward-punishment) and behavior change.
- Psychological lifespan development, personality, motivation
- Conflict-stress, coping skills, conflict resolution
- Social influence, group behavior, prejudice, racism, sexism

NL 211: SOCIAL PSYCHOLOGY

Examines individual and group behavior with special emphasis in military applications. The course focuses on such psychological phenomena as:

- Terrorism
- Propaganda, "Brain Washing"
- Group dynamics
- Formal and informal power

Prereq: NL 200 or validation of same

NL 300: LAW OF ARMED CONFLICT

The purpose of this course is to familiarize midshipmen with the general principles of the law of armed conflict, the rules governing naval warfare and neutrality, and to provide examination of the major status of forces agreements.

- Law of armed conflict
- Law of sea/air
- Status of forces agreement
- Foreign claims

NL 303 LEADERSHIP III - APPLICATIONS

To provide practical experience in observing, analyzing, and evaluating characteristics of leaders and followers, environmental factors, extent of technology, organizational structure and personal/group variables in leadership situations. Case studies, role-playing and situational exercises are utilized in the class room setting to facilitate the leadership analysis process. The underlying theme throughout the course is exposure to difficult leadership problem cases wherein a systematic analysis of the situation can evoke a high quality decision based on predictive logic.

- Motivational theories
- Leadership styles
- Formal and informal group behavior
- Conflict
- Problem solving
- Counseling

Prereq: NL 102

NL 306 PERSONALITY THEORY

Explores the major contemporary theories of personality to provide midshipmen with a strong background in understanding individual unique behavior, especially while under stress and in positions of leadership. Building on this foundation, midshipmen will then explore their own personality variables and construct a theory of personality and its impact on officer effectiveness.

Prereq: NL 200 or validation of same

NL 400 LAW FOR THE JUNIOR OFFICER

A survey of the major aspects of military justice and the law of war relevant to the junior naval officer.

- Military justice system/NJP & court-martial/administrative law
- Substantive offenses
- Non-punitive measures
- Standards of conduct
    - Conflict of interest
    - Sexual harassment
    - Fraternization

NL 485 ADVANCED TOPICS IN LEADERSHIP

A seminar course for advanced students taught by the Chair of Naval Leadership Incumbent. Topics include:

- Naval leadership
- Ethics in the military
- Current leadership issues
- Leadership in the future

Prereq: 1/C standing, permission of instructor and departmental screening

Sonoma State University - Rohnert, CA. David Farrell

Management 395: Dynamics of Student Leadership

COURSE OBJECTIVES

To develop an understanding of the individual and how to better manage oneself;
To develop an understanding of how groups function, and to develop leadership skills that will assist the group in obtaining its goals;
To promote both a greater understanding of University governances, and more effective student involvement in college governance through the examination of the institution as it relates to student leadership;
To establish and maintain a pro-seminar environment wherein each participant will feel comfortable in offering a critical assessment of others' contributions, and wherein participants will feel comfortable in sharing original contributions with a supportive but critical audience.

COURSE REQUIREMENTS

CLASS PARTICIPATION - since the class will be structured as a pro-seminar, students will be expected to participate in discussions and be adequately prepared for each meeting.

CLASS ASSIGNMENTS - assignments will be made periodically, with a definite due date. Assignments turned in late will be docked 50%. If you miss a class session, you are expected to obtain the assignment (from the instructor or a classmate) and turn it in on time.

MIDTERM - there will be a midterm (date to be announced), covering material presented during the first half of the semester.

GROUP PROBLEM SOLVING PROJECT - one or more small groups will be organized (depending on class size) and required to identify a problem that currently exists on campus. The group will then: define the problem; research the problem (review resource articles, interview key figures on campus, examine the history and existing parameters impacting on the problem); develop a creative/innovative yet realistic action plan or proposal to solve the problem; prepare a written report and make a formal presentation to a committee of peers, administrators and, when appropriate, faculty.

FINAL EXAMINATION - respond to one question....What is leadership? This is a take home exam, due May 29th.

CRITERIA FOR STUDENT EVALUATIONS

Class participation (14 sessions) 140 pts; assignments (10) 100 pts; midterm 50 pts; group problem solving project 200 pts - (presentation 50; report 50; individual score 50; critique of group experience 50); final 60 pts = total 550 pts.

REQUIRED TEXTS

Psychology of Winning, Denis E. Waitley Ph.D., available in Psychology - General reading section of SSU and local bookstores.

Lead On - The complete handbook for group leaders will be ordered from publisher, approximate cost $7.50.

Additional resource book on time management - to be determined.

Gordon-Conwell Theological Seminary
South Hamilton, MA

Robert E. Fillinger

CE 309: SEMINAR IN LEADERSHIP - Fall, 1985

INTRODUCTION

The purpose of this seminar is to introduce some contemporary concepts of leadership and to provide opportunities for the improvement of leadership skills. This means that we will be concerned with both the theoretical and functional aspects of leadership, a special effort being made to apply theory and practice to the special needs of Christian leaders.

We do not assume that management and leadership are the same, but they are related. Therefore, leaders need to understand and apply effective management skills. For this reason we will draw heavily on the body of management literature which is available to us. It is important to note, however, that we do not believe that all management practices can be utilized appropriately by Christian leaders. In this course, you will also become aware of the considerable influence of the behavioral sciences on management and leadership.

GENERAL OBJECTIVES

These objectives should not be seen as exhausting the possibilities. They are broad and you should feel free to modify them or add others that meet your needs and that are appropriate for the course. By all means, you should articulate some personal objectives which can be translated into specific personal goals. You will be encouraged to do this through skill-building exercises in class.

(1) To identify contemporary theories of leadership. (2) To identify and analyze some of the principal skills of effective leaders. (3) To identify some of the unique needs of Christian leaders. (4) To identify the characteristics of your own leadership behavior. (5) To formulate basic ideas about the development of leadership in the church and other organizational settings. (6) To provide a supportive climate in which you can practice and see evaluation of your leadership skills.

To help measure achievement of these general goals, I have developed some more specific competency-based statements. These statements should give you clear direction regarding areas of reading, course activities, skills you want to develop, and information you need to gather. By the end of this course, the competent student:

*(1) Will maintain a time log and write a two-page analysis of it. (2) Will identify the principal characteristics of the student's leadership style. (3) Will be able to write well-stated goals. *(4) Will write some self-imposed goals related to leadership and/or personal projects. Most of these goals should be short term. *(5) Will write a reaction paper to Richards and Hoeldtke. The paper should be no more than 5 pages (double-spaced). (6) Will be able to state some biblical principles of leadership. (7) Will be able to list the basic ingredients of such skills as planning, delegating, communicating, organizing, decision-making, evaluating, motivating, stress management, and conflict management. (8) Will be able to answer the question, "What do effective leaders do?" *(9) Will maintain a journal, complete the Strategy for Living workbook, or do a project of your own choosing.

*Indicates an assignment to be completed and handed in.

COURSE FORMAT

The course will be characterized by several kinds of teaching-learning experiences:

DISCUSSIONS. Considerable time will be given to guided discussion of selected topics. The discussions will generally be based on assigned reading and/or general reading which you have done in the field.

SKILL-BUILDING EXERCISES. These will include decision-making games, communication exercises, case studies, a project involving the skill of planning, etc.

SPOUSE INVOLVEMENT. Previous classes have indicated the need to find ways to involve spouses in the course. In addition to making the Strategy for Living Workbook a joint effort, we will discuss other ways of involving spouses.

RESOURCE PERSONS. From time to time we will attempt to secure resource persons who can contribute to our needs in special areas.

STUDENT PARTICIPATION. In addition to normal kinds of participation, I urge you to become involved in other ways. Ask for "air time." These reports may be informal, focusing on books or topics of special interest which you may find, or issues that you may wish to raise. The "air time" segments should be brief (5 to 10 minutes). Use the sign-up sheet on the bulletin board to indicate your desire to report to the class. You may also ask to "chair" the class for one day. If you choose to do this, see me in advance and we will work out the details. Diad partners may also elect to do this kind of participation together.

INTERVIEWS. I welcome, even encourage, individual interviews with you. If you would like to discuss aspects of leadership that may relate to you specifically or analyze with me problems or needs that you have as a leader, please do not hesitate to make an appointment (or invite me to lunch!). Make appointments before of after class or by calling me at extension 339 or 340, or at home at 468-3907.

PERSONAL OBSERVATION. The course will have more significance for you if you do not limit your learning to what happens in the classroom. Take opportunities to observe leaders in action in a variety of situations. Be especially aware of your own experience in leadership situations. I urge you to be intentional enough about these leadership situations to evaluate them in writing.

COURSE REQUIREMENTS

Textbooks and Readings: Dayton, Edward R. and Engstrom, Ted. W. Strategy for Living. Glendale, CA: Regal Books (Division of G/L Publications), 1976. You must also purchase the workbook which accompanies Strategy for Living. (These two books need to be purchased only if you elect to do this option).

Styles of Leadership Survey. Teleometrics, International. P.O. Box 314, The Woodlands, TX 77380 (Required).

Richards, Lawrence O. and Hoeldtke, Clyde. A Theology of Church Leadership. Grand Rapids: Zondervan Publishing House, 1980 (Required).

Sanders, J. Oswald. Spiritual Leadership. Revised Edition. Chicago: Moody Press, 1980.

1. PLEASE READ THE TEXTBOOKS IN THEIR ENTIRETY: I also suggest that you purchase "If I Am to Lead," a short but helpful pamphlet by D. E. Hoste. It is available in the Bookcentre. It is difficult to see how this course can be of maximum value if it does not include an extensive amount of reading. Assignments and suggestions will be made from time to time, but it is my hope that you will find your own motivation for searching the literature. Our discussion in class (and we will do a lot of it) will be much more helpful if it can be based on information and ideas which have come from our reading. Among the handouts you will find suggested readings which correspond to the area listed in the outline on the last page of the course syllabus. My hope is that your commitment to the course will result in sufficient reading to make our class sessions profitable.

   The limit of twenty-five books has been placed on the reserve shelf. However, almost every item in the bibliography is either in Goddard Library or mine. My books are available to you. (My office is in the Admissions-Registration area in Kerr Building.) If you wish to borrow them, please sign them out on the sheet provided. Other sources will be made available in Pilgrim Hall without signing them out. Please keep them overnight -- two days at most.
2. In addition to the texts, read from other sources that will enable you to meet your goals, supply information you need and reflect an appropriate level of graduate study.

   You do not need to report specific titles but you should be prepared to indicate the total pages read, including the texts. Your reading report is due on the day we meet for the final evaluation **(Dec. 10)** or the last day of exam week **(Dec 13)**, whichever you choose.
3. Write several goals related to leadership, the course, and/or personal projects. **Due: Sept. 24.**
4. Keep a time log from Sept. 24-29 and write a two-page analysis of it. **Due: Oct. 1.**
5. Write **one** reaction paper to Richards and Hoeldtke. **Due: Oct. 15.** (No more than 5 pages.)
6. Write **one** report of a personal experience in the field of leadership. **Due: Nov. 5.** (No more than 2 pages.)
7. There will be one activity involving work with others in the course and a class presentation. The date for this assignment will be announced. No written work need be submitted.
8. Project. A final paper or project, in the traditional sense, is not required in this course. However we will form diads on the first day of the course. Each person will be responsible to observe a partner throughout the course and provide regular observations concerning leadership behavior. If your diad partner is involved in a church (Sunday school teacher, youth work, etc.), you should try to observe the partner at least once in this situation. Each pair should schedule periodic meetings during the course for this purpose (at least once a week). By **Tuesday, November 26,** each member of the class should have completed a five-page self-evaluation (I will speak of criteria in the class). On this date, the self-evaluation will be given in its final form to your partner, who will respond with comments (no more than two pages). Each person's own evaluation should be handed in together with the two-page response of the diad partner on **Tuesday, December 10.**

A second aspect of the project involves completing the Strategy for Living Workbook. Follow Track 1. It is important that you do not attempt to do this project during the last few days of the course. Other questions concerning the project will be answered in class. **Due: December 10.**

Another option available to you is the keeping of a journal. If you keep a journal: (1) date the entries; (2) make a minimum of one entry per class; (3) hand the journal to me on **December 10.**

Here are the guidelines that may be helpful:

a. Reflect and React - to classes, to reading, to observable leadership behavior in various situations, to personal experience.

b. Write about yourself - What are your strengths? What are your weaknesses? How about such matters as self-image? self-confidence? interpersonal relationships? What do others say about your leadership quality? (your wife? your husband? best friend?).

c. What are your priorities? Have you ever clearly articulated them?

d. Do you have clearly identified goals? short-range? long-range? a plan for reaching them?

9. Final Evaluation. There will be no final examination. However, on the day assigned to us in the exam schedule (December 10) we will participate in an evaluation of the course. I will give you guidelines. In addition to the oral evaluation, each person will indicate (in two pages or less, to be completed before class) the grade believed earned and why. **Due: December 10.**

COURSE ORGANIZATION

I suggest the following organization for the course. There is room for considerable flexibility, both in the topics considered and in the order in which they are discussed. Our experience in the course, however, seems to indicate that these are areas of major importance. We will find a number of sub-topics which flow naturally out of the items listed below. The topics listed below are more or less sequential but there will not be any attempt to adhere rigidly to the order given here.

Conceptual Foundations of Leadership

a. The Bible and Leadership
b. Authority and Leadership
c. Leadership Traits
d. Leadership Functions
e. Leadership Styles

Leadership Behavior

a. Time Management
b. Establishing Objectives
c. Evaluating
d. Stress Management
e. Decision Making
f. Change
g. Motivating
h. Planning
i. Delegating
j. Controlling
k. Organizing

REQUIREMENT CHECK LIST

NAME______________________________________ Box #____________________

1. A Theology of Church Leadership
   Spiritual Leadership
   Strategy for Living ____________________

2. Additional Reading ______pages Due Dec. 10 ____________________

3. Goal Statements Due Sept. 24 ____________________

4. Time Log Due Oct. 1 ____________________

5. Reaction Paper Due Oct. 15 ____________________

6. Personal Experience Due Nov. 5 ____________________

7. Project:
   5-page Self-Evaluation Due Nov. 26 ____________________
   2-page Response Paper Due Dec. 3 ____________________
   (from diad partner)

   Strategy for Living Workbook Due Dec. 10 ____________________

   OR

   Journal

8. Final Evaluation Due Dec. 10 ____________________

   Two-page self-evaluation for grade Due Dec. 10 ____________________

PLEASE HAND THIS IN ON DECEMBER 10

Wake Forest University, Winston-Salem, North Carolina Michael Ford

LEADERSHIP COURSE OVERVIEW

LEAD - Leadership Excellence Application and Development

PARTICIPANTS: Twenty-four freshmen and sophomores who exhibit promising leadership potential and an interest in personal development. Twelve student leaders who seek further leadership development through mentoring and training opportunities.

FOCUS: The course is designed to teach basic leadership principles and skills with special attention to how the participants might become more effective campus and community leaders.

DESCRIPTION: Eight week course meeting 1 1/2 hours every Wednesday afternoon (3:30-5:00 p.m.) Balcony Room, Wait Chapel. Starting Date - January 19; Ending Date - March 26; Recognition Banquet - April 2.

TEACHING METHODS: Emphasis will be given to experiential and process learning methods together with information sharing. Typical activities will include: simulated games, role-playing, initiative and problem solving exercises and personal assessment inventories. Student mentors will match up with two LEAD participants for the application of leadership principles through introduction to campus leadership and organization opportunities and informal conferences.

TEACHING COMPONENTS: The topics addressed during the eight week period will be:

DATE	TOPIC	FACILITATORS
1/29	Mentor-matching and group building	Mike & Suzanne
2/5	Leadership theory and styles	Marianne Schubert & Sandy Seeber
2/12	Goal-setting and time management	Mary Bell
2/19	Recruitment/retention/motivation	Mike & Suzanne
2/26	Communication skills and conflict resolution	Johnne Armentrout
3/5	Group dynamics and meeting management	Brian Austin
3/19	Negotiation and decision making	Harold Saunders, Woodrow Wilson Fellow
3/26	Ethics of Leadership	Ed Christman

RECRUITMENT STRATEGIES: Distribution of brochures and posters; personal visit to student organizations; letter with brochure to faculty; OG&B and WAKE Radio; LEAD mentor participants; residence life staff.

SELECTION PROCESS: Application available November 4; receive applications by Wednesday, November 20; selections made by December 2; course fee $15.00.

THE WAKE FOREST UNIVERSITY STUDENT LEADERSHIP PROGRAM

NEED & RATIONALE: Leadership development is generally regarded as a central component of "student development," and one for which student service professionals are primarily responsible. Indeed, facilitating the development and awareness of leadership skills in our students fosters their own personal growth, impacts the development of their career strategies, and strengthens the university's co-curricular activities program. A comprehensive leadership development program may also illustrate to faculty, staff and students the vital educational contribution that co-curricular involvement can make.

WHY A LEADERSHIP DEVELOPMENT PROGRAM AT WAKE FOREST?

1. Traditionally at Wake Forest the same students are called upon to fill multiple leadership roles around campus which overextends these individuals while denying leadership opportunities to other students. Consequently, a great deal of potential for leadership is left untapped.

2. For the sixty some student organizations on campus, there presently exists poor supervision and training to assist students with their organizations/operations. Leadership transition and continuity within most student groups is either non-existent or incomplete.
3. A leadership development program would help ensure the continuity and quality of student and university programs from one academic year to the next.
4. A leadership development program would involve students, faculty and staff members, thereby increasing their participation in student life. This dynamic would greatly enrich the "total" educational experience by actively facilitating student/faculty/staff interaction outside the immediate classroom setting which is a potent medium for promoting the students overall personal growth and development (Astin, 1977; Chickering, 1969).
5. Involvement of students in leadership development and the planning process can expand the services and programs of the university and thereby enhance the overall quality of student life.
6. A leadership development program would give students both theoretical principles and practical "hands-on" experience to help them better identify their vocational interests and prepare them to function effectively following their college years.
7. Other colleges and universities have recognized the value of a formal leadership development program for their students as it contributes to their overall educational mission and as it provides real and lasting benefits to the growth and development of their institution.

STATEMENT OF PURPOSE

The purpose of the Wake Forest Leadership Development Program is to actively encourage the development and practice of effective leadership principles and skills on the part of both individual students and their respective groups organizations.

This purpose is achieved through a comprehensive and diverse program of training, consultation and project implementation structured so as to promote student leadership at all levels of campus life.

In order to see the full realization of the statement of purpose, the following objectives have been established:

1. To aid students in developing leadership and communication skills necessary for the effective management of campus organizations.
2. To organize and implement a leadership development course to encourage individual growth and maximum potential for participants.
3. To organize and conduct leadership workshops and seminars for various student groups of the campus community.
4. To promote interaction and idea sharing among leaders of campus organizations.
5. To increase awareness of existing campus resources that offer assistance to student organizations on campus.
6. To develop a leadership center with resources to assist individuals and groups in resolving many of their own organizational concerns.
7. To provide individual consultation to groups needing guidance and direction on specific leadership issues.
8. To insure future student leadership on the campus by offering a specialized leadership program for underclassmen.
9. To provide experienced student leaders additional growth opportunities by serving as leadership mentors.
10. To assist in the design and implementation of leadership training programs for student groups, university departments and community organizations.

LEAD (Leadership, Excellence, Application and Development)

Welcome to LEAD, the new leadership development program of Wake Forest University. You are a part of the initial group who will receive specialized training to become the future leaders of the university and our community at large. The LEAD program represents a commitment by Wake Forest to challenge students to excel in their personal growth and development.

The benefits of LEAD to you and the university are far-reaching. You will receive quality training in leadership skills and organizational methods. This will enhance your individual development, improve your performance as a campus leader and better prepare you for "life beyond Wake Forest," both personally and vocationally. The university will realize a whole new body of qualified and informed leaders to serve effectively throughout the campus and better address the major issues and concerns of the students at Wake Forest. Both you as the participant and the university as the sponsor have much to gain.

With such an exciting growth opportunity before us, it is important that we all give our maximum effort to insure success. We, as program facilitators, promise you a unique educational experience unlike anything you will find in the classroom. Through participatory exercises and experiential learning, we hope to stimulate and challenge you to realize your full potential as a leader, all the while sharing in some great fun along the way.

only be as good as you make it. By bringing with you enthusiasm, a genuine effort and a teachable spirit, you can be certain that your life as a potential leader

The LEAD Program assumes that you are interested in and motivated to change, improve and develop as a leader. We will provide the context and the tools, you will provide the "raw materials."

Welcome aboard, YOU ARE CHALLENGED TO LEAD!
Michael Ford and Suzanne Stevens, LEAD Coordinators

LEAD PROGRAM - EVALUATION

1. Introduction and Group Building: Mike and Suzanne
   Name Tags; Limericks; Four Facts/One Lie; Course Overview; Coat of Arms
2. Leadership Theory and Styles: Marianne Schubert and Sandy Seeber
   Overview of Myers-Briggs Personality Test; Individual Results; Group Results; Shared Reactions.
3. Goal-setting and Time Management: Dr. Jack Ferner
   Overhead Presentation of Goal-setting; Time Wasters; Movie
4. Recruitment, Motivation and Retention: Mike and Suzanne
   "I joined" exercise (LEAD); Recruitment role play (button club); Forced Choice Motivation Exercise; Motivation Theory Discussion; Creative Skits by Students.
5. Communication Skills and Conflict Resolution: Johnne Armentrout and Kathy Jourdan
   Dyad Groups; Discussion on Feedback; Role Play on Confrontation; Pair-off With Myers/Briggs Opposite.

6. Group Dynamics and Meeting Management: Dr. Brian Austin
   NASA Moon Trip Exercise; Discussion of Leadership Styles With Groups; Check List For Leaders.
7. Ethics of Leadership: Chaplain Ed Christmas
   Name-Game; Six Ethical Scenarios; Ethical Biblical Resources.
8. Program planning and Effective Publicity: Pam Turgeon, Mike and Suzanne
   How to plan an unsuccessful program; Steps to successful programming; Group programming exercise; Low cost publicity ideas.
9. How were your expectations of LEAD fulfilled and/or not fulfilled?
10. In what ways do you anticipate using the information and training which you have received through LEAD?
11. If you were organizing this course, what changes would you suggest to make it more useful and applicable to students. Why?
12. Please comment on the overall leadership given by Mike and Suzanne as facilitators of LEAD.
13. Any additional comments?

State University of New York at Oswego
College of Arts & Science, Oswego, NY
Division of Professional Studies
Counseling and Psychological Services Department

Barbara W. Gerber

COURSE OUTLINE

Course Number and Credit: CPS 395/WS 395, 3 semester hours.

Course Title: Current Topics: LEADERSHIP EDUCATION FOR WOMEN.

Course Description: Class provides theoretical and practical instruction in leadership, motivation, and organizational development. Topics include personal effectiveness, management skills, organizational survival and growth, programming and promotion. Practical application project required.

Prerequisites: Upper division status, or permission of the instructor.

Justification for the course: Opportunities for leadership skills development are considerably less frequent for women in our culture than for men. This course combines the skills acquisition aspects with a thorough grounding in the theoretical foundations of leadership and management in a democratic society.

Course Objectives: After completion of this course, the student will have:

1. Developed an understanding of the theoretical background of leadership through a study of selected readings and research.
2. Been provided practical small group participation experience through class presentations on techniques of leadership, and involvement in outside project.
3. Been provided an opportunity to grow in leadership knowledge, skills and abilities.
4. Grown in leadership self-awareness and in understanding that one's own style of working with and relating to others is a critical variable.
5. Begun to experiment with modifications to personal style of leadership, when appropriate.
6. Learned to apply the fundamentals of evaluation to their own and group-related leadership development processes.

Course Outline:

1. Theories of leadership
2. Assuming the leadership role
3. Becoming an effective leader
4. Developing and understanding personal effectiveness
5. Organizational survival and growth
6. Programming, promotion and evaluation
7. Leaders and ethics in leadership
8. Translating concepts into action

Methods of Instruction: Lectures, required readings, analysis of case studies, discussions, role-playing and film will be used in this course. Students will be expected to write up their practical experiences, report in writing on a self-chosen topic (research paper) and respond to an examination.

Course Requirements: Students will be expected to attend class regularly and actively interact with others in the class as well as the instructor and any visitors. In addition they will be expected to complete the required readings and written assignments. There will be a small group project, a research paper, maximum of 8-10 pages, typewritten, APA format. The examination which will be based on the required readings will be of an essay type. Due dates will be negotiated for assignments within the first class meeting, after which a syllabus will be distributed.

Required Texts: Kellerman, B. Leadership. Prentice-Hall, 1985; Kokopeli, B. & Lakey, G. Leadership for Change: toward a feminist model, New Society Publishers, Philadelphia, PA; Campbell, If I'm In Charge Here Why Is Everybody Laughing?; Pilotta, Women in Organizations, Waveland Press.

BIBLIOGRAPHY

A.T. Kearney, Inc., Managing the Human Resources for Strategic Results. Chicago, Author. 1983.

Blake, Robert, The Managerial Grid, Houston, Texas: Gulf Publishing Company, 1961.

Blanchard, K., & Johnson, S. The One Minute Manager. N.Y. William Narron, 1982.

Bliss. Getting Things Done: The ABC's of Time Management. New York, Bantam, 1978.

Burke, W.W. Organization Development: Principles and Practices. Boston: Little, Brown, 1982.

Burns, J.M. Leadership. New York, Harper. 1978.

Chickering, A.W. and Assoc. The Modern American College. San Francisco: Jossey-Bass, Inc. 1981.

Cooper, J.D. How to Get More Done in Less Time. New York, Doubleday, 1962.

Cribbin, James J., Effective Managerial Leadership, New York: American Management Association, 1972.

Drucker, P. The Effective Executive. New York: Harper and Row, 1969.

Fairfield, Roy P. (Ed.) Humanizing the Workplace. Buffalo: Prometheus Books, 1974.

Ferguson, Marilyn. The Aquarian Conspiracy: Personal and Social Transformation in the 1980's. Boston: Houghton-Mifflin, 1976.

Fordyce, Jack & Weil, Raymond. Managing with People: A Manager's Handbook of Organization Development Methods. Reading, MA: Addison-Wesley Publishing Co. 1971.

Gardner, John. Self-Renewal. New York: Harper and Row, 1964.

Gilligan, Carol. In a Different Voice: Psychological Theory and Women's Development. Cambridge, MA: Harvard University Press, 1982.

Hersey, P. & Blanchard, K.H., Managing Organizational Behavior: Utilizing Human Resources. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Johnson, David W. & Johnson, Frank P. Joining Together: Group Theory and Group Skills. 2nd edition. Englewood Cliffs, NJ: Prentice-Hall, 1982.

Kanter, Rosabeth Moss. The Change Masters: Innovation for Productivity in the American Corporation. New York: Simon and Schuster, 1983.

Kanter, Rosabeth Moss. Men and Women of the Corporation. New York: Basic Books, Inc., 1977.

Kellerman, B. Leadership. Prentice-Hall, 1985.

Kohlberg, L. The Meaning and Measurement of Moral Development, Worchester, MA: Clark University Press, 1980.

Kolb, David, Rubin, Irwin, & McIntyre, James. Organizational Psychology: A Book of Readings. 2nd edition. Englewood Cliffs: Prentice-Hall, 1974. (contains articles by Miles and Berlew.)

Kokopeli, B. & Lakey, G. Leadership for Change: Toward a feminist model. New Society Publishers, Philadelphia, PA.

Kraus, William A. Collaboration in Organizations: Alternatives to Hierarchy. New York: Human Sciences Press, 1980.

Levine, A. When Dreams and Heroes Died, San Francisco, Jossey Bass, 1980.

Lipman-Blumen, J. Gender Roles and Power. Prentice-Hall, 1984.

Maslow, A.H., Motivation & Personality (2nd edition) NY, Harper & Row, 1970.

Miller, J.B. Toward A New Psychology of Women, Boston, Beacon Press, 1976.

Naisbitt, John, Megatrends: Ten New Directions Transforming Our Lives, New York: Warner Books, 1984.

Peters, T.J. and Waterman, R.H. Jr., In Search of Excellence, New York: Harper and Row, 1982.

Rogers, C.R. On Becoming A Person, Boston: Houghton Mifflin, 1961.

Rosenbach, W. and Taylor, R. Contemporary Issues in Leadership, Boulder and London: Westview Press, 1984.

Schein, Edgar, & Bennis, Warren. Personal and Organization Change Through Group Methods, Learning Resources Corp. NTL. Fairfax, VA, 1965.

Stogdill, R.W., Handbook of Leadership: A Survey of Theory and Research, Riverside, NJ. The Free Press, 1974.

Vroom, V.H. and Yetton, P.W., Leadership and Decision Making, Pittsburgh, PA: University of Pittsburgh Press, 1975.

The University Of North Carolina At Greensboro Ethel C. Glenn
Department of Communication and Theatre, Greensboro, NC

COM 530 Group Communication - Spring Semester, 1986

COURSE OBJECTIVES

The purpose of the course is to provide both theory and the opportunity for experiential learning for understanding and improving communicative skills in small group settings.

OBJECTIVES

(1) Mastery of principles of theory of effective group dynamics.
(2) Games, simulations, and role-playing for practicing skills.
(3) Application of experiential classroom activities to real life situations.

TEXTBOOK

Rodney W. Napier and Matt K. Gershenfeld, Groups: Theory and Experience, 2nd Edition. Boston: Houghton Mifflin Co., 1981; Elliott A. Pood and Ethel C. Glenn, Understanding Experimental Research When You Don't Understand Statistics. On reserve in library.

INSTRUCTOR

Dr. Ethel C. Glenn, Office: 105 Ferguson Building, Phone: 379-5297

ATTENDANCE POLICY

The instructor reserves the right to lower any grade for excessive absence, with "excessive" defined as more than 1. 1 cut in this class is the equivalent of 3 in a regular scheduled course. This is a "participation" course -- you cannot make progress just by reading books and taking tests. One absence is allowed to cover illness or emergencies. There are no "excused" absences. Please see pages 66 and 67 of the August 1984 UNC-G Bulletin (catalog) for University regulations, noting especially item 2 under Student Responsibility: "The student is responsible for complying with any special attendance regulations specified by his instructor."

The instructor of this course adheres totally to all aspects of the University Academic Honor Code and expects that students will comply willingly.

SCHEDULE OF ASSIGNMENTS

The course is divided into three units:
Unit I Communication and Climate in Groups
Unit II Leadership
Unit III Decision Making

As nearly as possible, we will follow the schedule on the back for assignments due.

ASSIGNMENTS

DATE	READ	TURN IN
January 15, 1986	Pood/Glenn pp. 1-53 Napier/Gershenfeld - Chapter 1	
January 22, 1986	Pood/Glenn pp. 54-125 Napier/Gershenfeld - Chapter 2	Pop quiz on Pood/Glenn
January 29, 1986	N/G - Chapter 3	Journal List 1
February 5, 1986	N/G - Chapter 4	
February 12, 1986	------------	Exam 1 - Chptrs. 2,3,4
February 19, 1986	N/G - Chapters 5 & 6	
February 26, 1986	------------	Paper 1
March 5, 1986	N/G - Chapters 7 & 8	
March 19, 1986	------------	Journal List 2
March 26, 1986	N/G - Chapter 9	
April 2, 1986	------------	Exam 2 - Chptrs. 5,6,9
April 9, 1986	------------	
April 16, 1986	------------	Paper 2
April 23, 1986	N/G - Chapter 10	
April 30, 1986	3:30 Exam Period. No preparation necessary.	

EVALUATION

Your grade will be determined as follows:

Paper 1	15%
Paper 2	20%
2 Tests @ 18%	36%
2 Journal lists @ 7%	14%
Class participation:	
teacher evaluation	5%
peer evaluation	10%
	100%

Rensselaer Polytechnic Institute - Troy, NY Marsha Hall

THE PROFESSIONAL LEADERSHIP PROGRAM

The Professional Leadership Program at Rensselaer Polytechnic Institute is a unique and innovative management training program offered to a select group of RPI science and engineering students who have been identified as having management potential. The program is an outgrowth of Rensselaer's School of Management Early Identification of Management Talent (EIMT) research.

PLP is a non-credit course overload program beginning with selection and introductory seminars during the second semester of the junior year, and continuing with the seminar program during the senior year. This year, out of 850-900 juniors who had already met the stringent requirements of an RPI science or engineering curriculum, only 40 were selected for the 1985-86 PLP.

There are three primary areas targeted by this program:

- early management training for technical students;
- summer placements which challenge the students in interpersonal and administrative skills, in addition to technical competencies; and
- research efforts which focus on the traits, attitudes, and biographical history which impact on the management potential of technically trained individuals.

The program is conducted by School of Management faculty and staff, and experts and executives from industry. The seminar component is designed to encourage students to develop the skills, attitudes, and knowledge needed should they choose a managerial career path. Role plays and simulations are used to emulate the various organizational climates and problem-solving situations students will encounter as they begin their professional careers.

A critical aspect of the PLP is the summer work experience, occurring between the students' junior and senior years. The students, by working in a challenging assignment in their technical area, will have the opportunity to gain both technical experience and to develop an understanding of various business/managerial experiences. At the same time, the company will have the benefit of a mature student who is not only technically competent, but who can accept responsibility and challenge beyond what might normally be expected.

Marsha Paur Hall, Program Director of the Professional Leadership Program, discusses the goals of a PLP Summer Placement with the students' supervisors, to see if they can be incorporated into the summer positions. The goals include, in a challenging work assignment, utilization of technical, communication, and interpersonal skills; collection, analysis, and dissemination of information; exposure to a business environment; and a supervisor who acts as mentor. The students participate in an intensive two day seminar to prepare them for the summer work experience. During the summer, students complete at intervals a "diary" to further explore and understand their job and business environment.

For additional information about the students and the Professional Leadership Program, and to make arrangements for interviews, please contact: Marsha Paur Hall, Program Director, Professional Leadership Program, Rensselaer Polytechnic Institute, Troy, NY 12180-3590, telephone (518) 266-6809.

Eckerd College - St. Petersburg, Florida Peter K. Hammerschmidt

Leadership Development - Autumn Term 1984
Office H-109 - Ext. #462 Office Hours: 1:30-2:30 PM Daily or by Appointment

---

The primary purpose of this Autumn Term class is to develop the student's leadership abilities and potential for use in school, business, government and/or social organizations. Specific emphasis in the course will be on the process of creative leadership, decision-making, situational leadership, utilizing group resources, innovative problem solving, and feedback techniques.

The Autumn Term will consist of readings and lectures, but most of the actual learning of leadership will take place in group exercises, management games, simulations, and case studies. A community service component will also be suggested, since actual leadership facilitates contributions to community.

In addition to the above, each student will write a research paper on the organization of their choice explaining the history, function, purpose, and projected future of the organization. The organization you select need not be a corporation. You may select a church, school or charity if you desire.

Course expectations are stated below:

READINGS

All students will read In Search of Excellence by Thomas J. Peters and Robert H. Waterman, Jr. and The Situational Leader - The Other 59 Minutes by Dr. Paul Hersey. In addition to these books, supplementary readings will be handed out in class as they apply to the specific activities of that day. The readings will form the basis for your final exam on Friday, August 31st. You are also expected to read The Practical Stylist by Sheridan Baker.

CASES, SITUATIONAL GAMES, GROUP ACTIVITIES, AND EXERCISES

All students are required to attend class from 9:00 AM-Noon daily (except August 22-Wednesday). During this time we will be doing our group activities and we will need everyone's participation in order to have a successful experience.

COMMUNITY SERVICE DAY

August 22nd will be community service day (or some weekend). On that day the class will work on a community project that they have selected. What you do or contribute is entirely up to you. We will discuss the options as a class.

RESEARCH PAPER

Each student, as stated, will submit a research paper on the organization of their choice no later than Wednesday morning, August 29th. The students will be expected to purchase and use The Practical Stylist 5th Edition by Sheridan Baker as the guide for writing this paper.

Your paper will be between 5-8 pages double spaced and typed. You will proofread your paper and correct all spelling and typographical errors prior to handing in your paper. Papers with improper style, spelling errors, or typographical errors will be handed back ungraded.

The form of your paper will include an introduction, a body, and a summary and conclusion section. Your introduction must include a thesis statement (see Baker).

As previously stated, the paper itself will address the history, function, purpose, and projected future of an organization of your choice. A major goal in having you write this paper is to acquaint you with library research: as such, your paper will be expected to include at least seven sources properly footnoted (see Baker) and with a proper bibliography. Remember, anytime you borrow an idea, a fact, or a phrase that is not your own you must footnote it.

GRADING

Your grade will be determined by your research paper, final exam, and class activities. A brief calendar of the Autumn Term, 1984 is provided. The events on particular days may change depending on class needs.

COURSE OUTLINE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week I	Introduction Initial Tests	Introduction To Assessment. Earth II. Select Research Topic.	Energy International. P&W Read pp. 3-55	8 Phases. Hollow Squares. P&W Read pp. 56-68	Decision Making. Meyers- P&W Read pp. 89-118
Week II	Situational Leadership. P&W Read pp. 119-155	Situational Leadership. P&W Read pp. 156-199	No Class--Community Service Day.	Utilizing Group Resources. P&W Read pp. 200-234	Utilizing Group Resources. P&W Read pp. 235-305
Week III	Innovative Problem Solving. P&W Read pp. 306-325	Innovative Problem Solving.	Feedback. RESEARCH PAPER DUE	Feedback and Goal Setting.	FINAL EXAM OVER READINGS

North Carolina State University, Raleigh, N.C. Gerald G. Hawkins

STUDENT LEADERSHIP DEVELOPMENT

GOAL

To create a Center for Student Leadership Development at North Carolina State University.

PURPOSE

To provide students at North Carolina State University with an opportunity to add a significant leadership component to their undergraduate experience through the availability of a variety of non-credit Leadership Learning Modules.

RATIONALE

Colleges and Universities have an obligation to enhance the leadership capacities of its students. Are they meeting this obligation?

While some institutions have developed formal credit courses and/or special leadership programs outside the classroom, there appears to be a general consensus that the vast majority of students graduate without ever having experienced any type of formal introduction to leadership concepts, principles and skills.

In society at large, there appears to be a developing "crisis of confidence" in leadership in all areas that touch our lives. More people in all walks of life are questioning the actions of their leaders in churches, businesses, governments, labor unions, universities, etc. Indeed many people believe that we are living in an age that is anti-leader and more than a few voices are accusing the whole educational enterprise of refusing to offer leadership preparation to its students.

Not withstanding the above, the fact is that at North Carolina State University there is practically no formal leadership emphasis within the undergraduate experience, i.e., most students never take a course or read a book where leadership is the principle thrust and only a minority of students experience leadership preparation through out-of-class activities.

To help overcome the lack of leadership preparation at North Carolina State University, the DIVISION OF STUDENT AFFAIRS is developing a CENTER FOR STUDENT LEADERSHIP DEVELOPMENT. The Center will serve as a focal point and as a catalyst for providing a series of non-credit Leadership Learning Modules for all interested students.

POLICIES AND PROCEDURES OF CENTER

The Center will be a place where students may inquire about Leadership Learning Modules and register for them.

The Center will be people planning, coordinating and publicizing the learning modules and securing personnel to teach and/or facilitate them.

The Center will keep appropriate records on individual student participants which will include a descriptive Leadership Transcript. The transcript record will include: a brief description of each completed Leadership Learning Module and a listing of leadership experiences and accomplishments; e.g., officer/member of a student organization, member of N.C. Fellows program, etc.

NOTE: The Leadership Transcript will serve as a significant resume supplement, documenting to potential employers and others student leadership accomplishments.

NOTE: Each student will be responsible for building a descriptive transcript. Procedurally this will be handled by completing an appropriate evaluation form for each Leadership Learning Module completed. A form indicating other specific leadership experiences, e.g., club officer/member, special projects/assignments, etc., must be completed by each student.

The Center will cooperate with student organizations in scheduling learning modules specific to their needs. However, the Center will not design/present workshops and seminars tailored to specific needs, i.e., it would not design a special-purpose retreat seminar such as Student Leader's Retreat at Quail Roost, but would package existing learning modules to meet specific needs of any student group.

LEADERSHIP LEARNING MODULES

A Leadership Learning Module is a specific leadership topic.

Each learning module will be three (3) hours in length.

Each module will stand on its own although some leadership topics might have more than one 3-hour component.

Each module will be offered in late afternoon or evening so as not to conflict with scheduled classes.

DEVELOPMENT OF LEADERSHIP LEARNING MODULES

See attached list of leadership topics under consideration.

Each Leadership Learning Module will be developed utilizing the expertise of qualified people both within and without the University.

Each module will be developed utilizing the medium of video tape and will be presented on an on-going basis with professional staff and faculty serving as facilitators.

NOTE: Many learning modules will be presented live initially, but will be video-taped as soon as possible. Other learning modules will be obtained from other educational institutions and commercial firms specializing in leadership training materials.

RATIONALE FOR VIDEO-BASED APPROACH

It is felt that video tape is the only practical way to sustain learning modules over time.

Video-based presentations will insure that all participants receive consistent information.

Staff and faculty facilitators will be able with a minimum of training to facilitate a variety of learning modules. Facilitators will come from the Division of Student Affairs staff, faculty and others from within the University.

COOPERATE WITH OTHER INSTITUTIONS

Tentative plans are under consideration to host an invitational conference during Spring 1986 semester of institutions interested in student leadership development.

At this meeting the possibility of a consortium of interested institutions to develop and share learning modules will be explored.

OTHER SUGGESTED NAMES

Student Leadership Development Institute; Leadership Development Institute; Leadership Development Center; Student Leadership Institute; The Leadership Institute; Institute for Student Leadership Development

NOTE: The exact name of the Division's student leadership entity has not been finalized. The final name should adequately describe the activities taking place.

LEADERSHIP TOPICS UNDER CONSIDERATION

Leadership (Introduction)

Effective Decision-Making and Problem Solving

Delegating Effectively and Responsibly

Human Relations: Working With People

Clear Communications: Getting Your Message Across

Managing Leadership Time: Getting a Handle On Time Management

Handling Conflict: A Leadership Survival Skill

Situational Leadership

Understanding Stress for Peak Leadership Performance

There's No Magic to Motivation

Cross-Cultural Awareness: A Leadership Necessity

Leadership and Creativity: The Creative Leadership Process

Leadership: Building Teamwork and Commitment

Leadership and Goal Setting

Leadership and Decision Making

Value Clarification: What You Are is What You Were When
What You Are Isn't Necessarily What You Will Be
What You are Is
What You Are Is Where You See
(Massey I, II, III, IV)

Presentation Excellence: How to Present Your Ideas to One Person Or to a Group

Leadership Characteristics: From Visions and Dreams to Decisiveness

The Leader is a Negotiator: Basics of Successful Negotiations

Leadership Challenges for Women

Leadership and Trends That Are Shaping Society

Leadership and Public Speaking

Leadership Styles and Effectiveness

Quality Control Circles: A Participating Work Structure

Leadership Gone Astray: The Ineffective Leader

Leadership and Change

What Makes a Top Leader?

SOC 501: LEADERSHIP (92-501-002)

North Carolina State Fellows Program, Spring 1984
Dr. Gerald G. Hawkins, Dr. Robert C. Brisson, Assoc. Prof., Sociology

---

The NCSU Fellows Program is a comprehensive leadership development concept that involves over 120 undergraduates. Approximatly 30 new students are selected each year on a competitive basis. Retreats, seminars, a leadership theory course, field trips and summer internships are all a part of this concept.

THEME: THEORY AND PRACTICE

PURPOSE: (1) Review of literature related to theory and concepts of leadership development; (2) heighten awareness of each individual's potential for leadership; (3) provide a realistic contact between Fellows and individuals in leadership and decision making roles; (4) increase appreciation of the problems confronting decision making.

FORMAT: (1) A series of dinner/discussion seminars with 5 or 6 individuals who are in leadership positions in business, government, and education; (2) a series of lectures on leadership theory by Dr. Brisson; (3) exposure to an experiential learning design dealing with problem solving and decision making; (4) out-of-class background readings; (5) individual study project; (6) leadership skills workshops.

SCHEDULE: Lecture: Tuesday 1605-1830; Link Building G-110. Dinner seminar when scheduled (usually on Tuesday) 6:00-8:00 p.m., Student Cnter

READING LIST (TENTATIVE)

Text: Yuki, Gary W., Leadership in Organizations
McCelland, David C., The Two Faces of Power (Handout)
Gardner, John W., Self Renewal or Excellence (Paperback); Anti-Leadership Vaccine (Handout)
Machiavelli, N., The Prince, Harvard Classics, Vol. 36
Campbell, David, "If I'm In Charge Here, Why Is Everyone Laughing?" (Paperback) (Handout)
Zaleznik, A., The Human Dilemmas of Leadership (Handout); Managers and Leaders: Are They Different? (Handout)

Harvard University, John F. Kennedy School of Government   Ronald Heifetz
Cambridge, MA

M-698: LEADERSHIP AND THE MOBILIZATION OF GROUP RESOURCES Fall 1985

GENERAL COURSE INFORMATION

The aim of this course is to give students a fundamental understanding of leadership. It is designed for people from various backgrounds, both those who have had experience exercising leadership and those who have not. The purpose is to increase one's awareness of what it means to be a leader and to develop one's capacity to manage the roles of leadership and authority.

Drawing from several disciplines, the course develops an analytic framework for intervening in political and organizational systems to get work done. Philosophy lays the groundwork for understanding the concepts of paradigm and change. Political science and business management provide basic concepts for examining the functions of authority and distinguishing these from the exercise of leadership. Social psychology yields insight into the mechanisms and workings of groups and furnishes components of a framework for diagnosing what goes on and what goes wrong in them. And music provides a language for working with elusive qualities like harmony, inspiration, timing, conducting, creativity, listening, and resolution.

INSTRUCTOR: Ronald Heifetz, 495-7867, KSG Room 202
SECRETARY: Marguerite Rigoglioso, 495-7867, KSG Room 207
TEACHING ASSISTANTS: Nader Ahari, 876-5523 (home); Kathleen Foster, 491-6947 (home); Daniel Mulhern, 497-0271 (home); Julie Pearl, 492-5449 (home)
SCHEDULE:
Lectures - Thursdays, 4:00-6:00 p.m., Room 140
Group Study Sessions - One hour per week, time and place to be announced
Debriefing for Designated Leaders and Case Presenters - Fridays (twice during the semester) 2:00-5:00 p.m., Room 332.

GROUP STUDY SESSIONS

The class will be randomly divided into groups of 8-10 students who will meet with their small group for one hour a week at a time to be arranged (there will be several options). The purpose of these sessions is to give students a laboratory: (1) to apply what they are learning in class and in the readings to their past and current experience; (2) to investigate the way they manage the roles and functions of leadership and authority; (3) to discover and analyze the properties of leadership and the dynamics of how groups work.

The organization of these groups will be described in detail in class. Briefly, students will be designated to lead their group once during the semester on a rotating basis. A different student each week will prepare and present a case study (preferably from their own experience) that will serve as a focus of work for the group. A guide to preparing the case will be distributed in class.

A debriefing seminar will be held each week on Friday for the designated leaders and the case presenters from each group.

REQUIREMENTS

Regular and prompt attendance; completion of a weekly questionnaire for analyzing the group study sessions (2-3 pages); completion of two short written assignments (1-5 pages); preparation of a case study based on one's own experience or taken from history; a major paper, which can be based on the case study, analyzing aspects of leadering (20-25 pages, **due Friday, January 10, 1986, 5:00 p.m.**); no exam.

GRADING

Classroom work 30%; weekly papers 30%; major paper 40%

The books can be purchased at the Coop. Some of the readings can be purchased in the Reading Packet (M698). In addition, all of the readings will be on reserve in the KSG library.

SYLLABUS

Week/Date		
1	9/19	Introduction: What does it mean to be a leader?
2	9/23	Orientation to group study sessions. Monday evening, 6:45-8:00 p.m., Room 140
	9/26	Leadership and the Process of Educating Groups. READINGS: Kuhn, The Structure of Scientific Revolutions, pp. 1-22, 23-25, 35-42; Plato, "The Philosopher-King," from The Republic, pp. 175-263; Burns, Leadership, pp. 9-28, 228-240, 444-462*
3	10/3	Leadership and the Nature of Work. READINGS: Fisher, Small Group Decision Making, pp. 1-8, 13-68, 69-91, 92-93, 99-115 (optional: pp. 115-125, 133-142); Argyris and Schon, Organizational Learning: A Theory of Action Perspective, pp. 1-29 (optional: pp. 30-44)*; Pascale, "Zen and the Art of Management," from Harvard Business Review--On Human Relations, pp. 125-139; Tucker, Politics as Leadership, pp. 1-30; Meir, "Two Nations in Israel," from This is Our Strength: The Selected Papers of Golda Meir, pp. 49-52*
4	10/10	Group Dynamics. READINGS: Freud, Group Psychology and the Analysis of the Ego, pp. 1-36, 49-60; Fisher, Small Group Decision Making, pp. 142-180 (esp. p. 170), 201-207, 125-223, 228-295 (optional: 180-201); Rogers and Roethlisberger, "Barriers and Gateways to Communication," from Harvard Business Review--On Human Relations, pp. 294-305
5	10/17	Leadership and Creativity. READINGS: Kuhn, The Structure of Scientific Revolutions, pp. 77-91, 92-97, 109-110, 111-115, 160-173; May, The Courage to Create, Chs. 1-4 (pp. 1-109); Kuhn, "The Essential Tension: Tradition and Innovation in Scientific Research," from The Essential Tension--Selected Studies in Scientific Tradition and Change, pp. 225-239*; Weber, from Gerth and Mills, Essays from Max Weber: Essays in Sociology, pp. 245-252, 253-255*; Friedan, The Second Stage, pp. 15-18, 23-31, 38-41*; Deutsch, "Discovery is the Cutting Edge of Learning," from MacIver, The Hour of Insight, pp. 71-84*
6	10/24	Leadership and Authority. READINGS: Selznick, Leadership in Administration, pp. 22-28, 134-154*; May, The Courage to Create, Chs. 6-7 (pp. 133-169); Gandhi, Indira, My Truth, pp. 161-173; Tucker, Politics as Leadership, pp. 59-67, 77-97*; Kellerman, Leadership: Multidisciplinary Perspectives, Chs. 2 and 7; Barnard, The Functions of the Executive, pp. 215-234*; Zaleznik, "Managers and Leaders: Are They Different?", from Harvard Business Review--On Human Relations, pp. 162-179; Machiavelli, The Prince (optional)
7	10/31	Assassination Readings: Neustadt, Presidential Power, pp. 3-10 (optional: 10-25), 44-79 (esp. 78-79), 133-135 (esp. 135), 140 (top)-143, 155-156; Musashi, A Book of Five Rings, pp. 33-50, p. 95, skim 1-32; James, "Expiation and Atonement," from Sacrifice and Sacrament, pp. 104-128*; Freud, Totem and Taboo, pp. 100-161 (esp. 132-161; Clausewitz, "On Military Genius," from On War, pp. 100-114*
8	11/7	Purpose, Task and Task Avoidance Mechanisms. READINGS: Kellerman, Leadership: Multidisciplinary Perspectives, Ch. 10; Fisher, Small Group Decision Making, go over pp. 60-68; Neustadt, Presidential Power, pp. 150-152. **Exercise: Small group analysis of "Excalibur" (film)**

*These readings have been assembled into a Reading Packet (M698). They are available at the Case Distribution Office (KSG 2nd floor).

9 11/14 Intervention: Managing Chaos and Conflict. READINGS: Fisher, Small Group Decision Making, go over pp. 228-259; Kellerman, Leadership: Multidisciplinary Perspectives, Ch. 12; Burns, Leadership, go over pp. 234-240 (on Mao)*; Case Study: "Freezing the Arms Race: The Genesis of a Mass Movement," excerpts*; Collier, "Business Leadership and a Creative Society," from Harvard Business Review--On Human Relations, pp. 418-435; Rukeyser, "Ann Burlak," and "Kathe Kollwitz," from The Collected Poems of Muriel Rukeyser, pp. 196-199, 479-484*

10 11/21 Leadership and Listening (Sensing the Environment). READINGS: Rice, "Selections from: Learning for Leadership", from Coleman and Bexton, Group Relations Reader, pp. 71-121; Neustadt, Presidential Power, pp. 112-118; Wrapp, "Good Managers Don't Make Policy Decisions," from Harvard Business Review--On Human Relations, pp. 74-85; Neruda, Pablo, "To Acario Cotapos," from Fully Empowered, pp. 68-75*; Whitman, "Proud Music of the Storm," from The Portable Walt Whitman, pp. 255-261*

11/21 Evening class, 7:15-10:00 p.m, Room 140

11 12/5 Inspiration and Persuasion. READINGS: Neustadt, Presidential Power, pp. 26-43; Fischer, The Life of Mahatma Gandhi, pp. 420-505; Gandhi, Indira, My Truth, pp. 179-186, 190-192*; Emerson, "Self-Reliance"*

12/5 Evening class, 7:15-10:00 p.m., Room 140

12/6 Film, Friday evening, 6:00-9:00 p.m., Room 140

12 12/12 Partnership in Leadership. READINGS: Schlesinger, The Coming of the New Deal, pp. 511-588; Walker, The Color Purple

12/12 Evening class, 7:15-10:00 p.m., Room 140

13 12/19 Summary and Thoughts about the Future. READINGS: Plato, "The Philosopher-King," from The Republic, re-read pp. 175-263

*These readings have been assembled into a Reading Packet (M698). They are available at the Case Distribution Office (KSG 2nd floor).

BOOKS ON ORDER AT THE COOP, HARVARD SQUARE

1. Burns, James MacGregor, Leadership, Harper Colophon, 1978
2. Fischer, Louis, The Life of Mahatma Gandhi, Harper Colophon, 1950
3. Fisher, B. Aubrey, Small Group Decision Making, 2nd ed., McGraw-Hill, 1980
4. Freud, Sigmund, Group Psychology and the Analysis of the Ego (1921), Strachey translation, Norton, 1959
5. Freud, Sigmund, Totem and Taboo (1913), Strachey translation, Norton, 1950
6. Harvard Business Review--On Human Relations, Harper & Row, 1979
7. Kellerman, Barbara (ed.), Leadership: Multidisciplinary Perspectives, Prentice-Hall, 1984
8. Kuhn, Thomas, The Structure of Scientific Revolutions, 2nd ed., University of Chicago, 1970

19. May, Rollo, The Courage to Create, Bantam, 1975

0. Morris, W. (ed.), The American Heritage Dictionary, 1st ed. (large format
1 edition), Houghton Mifflin, 1969

11. Musashi, A Book of Five Rings, Overlook, 1982
12. Neustadt, Richard, Presidential Power, Wiley, 1980
13. Plato, The Republic, Cornford translation, Oxford, 1941
14. Selznick, Philip, Leadership in Administration, Harper and Row, 1957
15. Tucker, Robert C., Politics as Leadership, University of Missouri Press, 1981

6. Walker, Alice, The Color Purple, Washington Square Press, 1982

Chesapeake College, Wye Mills, MD 21679 Maurice Hickey

COURSE TITLE AND NUMBER

REC 232, Recreation and Group Leadership, M. Hickey, Instructor

COURSE DESCRIPTION

A study of the processes and techniques of leadership in relation to human service. Delineation and difference between group action and individualization. Techniques used in personnel, staff, and public relations will be discussed, with emphasis on human dynamics, leadership abilities, and principles necessary for effective leadership.

STATEMENT OF GOALS

This course is designed to let the student expand, amplify, and better organize his more or less general ideas concerning the social psychology of the individual in the group and the group itself. It is hoped this awareness can be extended to practical experience in the field of Recreation, and other related professions.

BEHAVIORAL OBJECTIVES

The student will be able to:

1. Identify and formulate goals.
2. Write and evaluate measurable objectives.
3. Distinguish between various leadership types and identify himself in these roles.
4. Detect possible avenues of change through the evaluation process.
5. Formulate their own leadership characteristics from instructor, text, and guest speakers.

COURSE OUTLINE

(1) Group interaction; (2) Techniques; (3) Evaluation; (4) Leadership

REQUIRED TEXT: Leadership and Dynamic Group Action, by Beal, Bohlen, Raudabaugh

COURSE REQUIREMENTS

1. Daily attendance
2. Class participation
3. Written paper (Leadership Evaluation)
4. Committee report (Techniques and Situations)
5. Practical experience in a group setting (Oral and Written)
6. Mid-term examination
7. Final examination

METHOD OF EVALUATION

1. Daily attendance (5 pts. daily)	150 pts.
2. Class participation	100 pts.
3. Written paper	100 pts.
4. Committee report	100 pts.
5. Guest speaker	100 pts.
6. Mid-term	200 pts.
7. Final - Practical Experience	250 pts.
(Paper 200 pts.) (Oral presentation 50 pts.)	1000 pts. total

FINAL EVALUATION BY POINTS

910-1000 = A
819- 909 = B
728- 818 = C
637- 727 = D
0- 636 = F

College of Wooster, Wooster, Ohio James A. Hodges
Interdepartmental 399: LEADERSHIP: THEORY AND PRACTICE
Humanities Seminar Room, Scovel Hall - T, Th - 2:30 - 3:50 Semester II, 1986

I. **Some Views of Leadership** - "Leadership is a word on everyone's lips. The young attack it and the old grow wistful for it. Parents have lost it and police seek it. Experts claim it and artists spurn it, while scholars want it. Philosophers reconcile it (as authority) with liberty and theologians demonstrate its compatibility with conscience. If bureaucrats pretend they have it, politicians wish they did. Everybody agrees that there is less of it than there used to be.....If there was ever a moment in history when a comprehensive strategic view of leadership was needed, not just by a few leaders in high office but by large numbers of leaders in every job, from the factory floor to the executive suite, from a McDonald's fast-food franchise to a law firm, this is certainly it." Warren Bennis and Burt Nanus, Leaders: The Strategies for Taking Charge (1985)

"Leadership has an elusive, mysterious quality about it. It is easy to recognize, hard to describe, difficult to practice, and almost impossible to create in others on demand. Perhaps no other topic has attracted as much attention from observers, participants, and philosophers--with so little agreement as to basic facts." David Campbell in William E. Rosenbach & Robert L. Taylor, Contemporary Issues in Leadership

"Leaders differ not only in terms of their official role, but also according to the values and attitudes they promote and defend. Leaders succeed only when they embody and express, for better or worse, values rooted in the social character of group, class, or nation." Michael Maccoby, The Leader

Maccoby for his study of leaders developed the leadership interview. Answer the questions and decide what kind of leader you are.

1. What is your position?
2. Describe your job.
3. What is your history in getting there?
4. What has been the role of luck?
5. What is your philosophy of management? (Goals, moral code, principles, strategy and tactics)
6. Describe yourself. What is your character like?
7. How do you deal with the jungle fighters? (Examples?)
8. How do you pick aides, new leaders? What do you look for? What do you dislike?
9. Is there a way to develop leaders?
10. How do you determine whom you can trust?
11. Have you thought about different types of people?
12. How do you work with those who don't share your principles? Above you; peers; below you? (Do you try to teach them, change them?)
13. How do you deal with incompetence? (Example)
14. Have you ever fired someone for incompetence?
15. How did you feel?
16. Do you experience the pain and joy of others close to you?
17. Do you think about the effect on people when you make decisions? How?
18. What qualities of character have been most necessary for leadership? (e.g., courage, generosity, vision, compassion, openness to learn?)
19. How have you developed them?
20. Do you or have you had to struggle with negative traits in your own character?
21. Do you believe you are especially gifted? In which ways? Could anyone do what you do? Do you feel your gifts call for special responsibility?
22. Are you envious? How do you deal with envy of others?

23. Have you had help from a teacher, parent, a supervisor or someone at work?
24. Has a religious or philosophical thinker influenced you? How?
25. Describe your childhood and schooling, especially experiences that led to development of leadership. (e.g., sports, school government, church activities)
26. Define the ideal friend. Who in your experience has come closest to this ideal?
27. Are you married? How would you describe your wife (husband) and family life?
28. Are your work life and family life ever in conflict? How do you resolve it?
29. Define love in your own terms.
30. Do you have children? What are they like? What is your relationship to them?
31. Any dreams you remember? Repetitive dreams?
32. How well do you feel you know yourself?
33. What is your idea of a good society?
34. What is your contribution to this end?
35. What is your view of democracy? What is its role in a work organization?
36. In a meritocracy, there will always be winners and losers. How can a society be developed to respect people who are not winners?
37. What does the phrase "all men are created equal" mean to you? (What about inequality of talents?)
38. Do you believe man is born with a destructive instinct?
39. How would you define human development?
40. Name three people you have most admired and why.
41. It is said that power tends to corrupt. What do you think about this in your case?
42. What can a leader do to avoid corruption?
43. What are the rewards from your position, both psychic and material?
44. Do you think your rewards are fair?
45. Have you ever sacrificed personal gain for moral principle? (Example)
46. Have you ever sacrificed moral principles for personal gain?
47. Do you have time to think about basic issues?
48. What do you read?
49. Are you hopeful about the future of mankind?
50. What do you believe are the key issues that will determine the future of society?

"One of the most universal cravings of our time is a hunger for compelling and creative leadership. . . . The crisis of leadership today is the mediocrity or irresponsibility of so many men and women in power. . . . We know far too little about Leadership. . . . Leadership is one of the most observed and least understood phenomena on earth. . . . There is, in short, no school of leadership, intellectual or practical." James MacGregor Burns, Leadership

"Leadership:

1. Moral Values (character)
2. Considered Optimism
3. Accepting and Even Seeking Responsibility
4. Willingness to Take a Risk
5. Ability to Convince Participants they are Equally Important to the Success of the Venture as the Leader
6. Vision
7. Ability to Manage Change
8. Courage
9. Cause
10. Determination
11. Environment
12. Consistency
13. Fairness
14. Planning Capacity
15. Flexibility
16. Ability to Inspire
17. Empathy
18. State of Mind as a Leader
19. Ability to Manage Criticism
20. Ability to Manage Conflict

"Leadership (Continued)

21. Ability to Manage Failure
22. Ability to Communicate
23. Patience
24. Perseverance
25. Staff Selection
26. Developing Trust
27. Concentration
28. Understands the Process of Delegation"

Leadership Traits important to Frank Pace,
Chairman of National Executive Service Corp

"A definition should do more than identify leaders and indicate the means by which they acquire their position. It should account also for the maintenance and continuation of leadership. Thus, few groups engage in interaction merely for the purpose of creating leaders and dropping them as soon as they emerge. For the purposes of this Handbook, leadership must be defined broadly. Leadership is an interaction between members of a group. Leaders are agents of change, persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group. Research in the 1970s often expressed this as the directing of attention of other members to goals and the paths to achieve them. It should be clear that with this definition, any member of the group can exhibit some amount of leadership. Members will vary in the extent they do so.

"Four decades of research on leadership have produced a bewildering mass of findings. . . the endless accumulation of empirical data has not produced an integrated understanding of leadership." Bernard M. Bass, Stogdill's Handbook of Leadership (The bible of Behavioral Science research on leadership--856 pages long and costing $47.95).

A Quiz

What is the Leadership behavior required for the following situations?

1. When the leader's unit is in direct competition with other units or organizations, and it can only survive and prosper by being more efficient and productive than competitors.
2. When the leader works in close proximity to subordinates and/or must interact frequently with them due to the nature of the task.
3. When the work is difficult and frustrating, and subordinates are likely to become discouraged by temporary setbacks and lack of progress.
4. When the leader is able to obtain reliable information about subordinate performance.
5. When performance outcomes are primarily determined by subordinate effort and skill rather than by events beyond the subordinate's control.
6. When subordinates possess relevant knowledge and information needed by the leader to solve problems and make good decisions (unstructured task or inexperienced leader).
7. When subordinates are competent professionals or craftsmen who can perform their work without much supervision.
8. When the work is complex and unstructured, and subordinates rely on the leader for guidance about objectives, procedures, and priorities.
9. When performance outcomes are highly dependent on subordinate effort and are not strongly affected by fluctuating conditions beyond the control of subordinates.
10. When the nature of the work and/or technology is changing, and subordinates need to learn new skills and procedures.
11. When there is a crisis or emergency, and subordinates are anxious and concerned about what is happening.

12. When the group exists in a hostile environment, and its survival is endangered by competitors and external opponents who cause periodic crises.
13. When the unit has several types of tasks to perform and group efficiency depends on organizing the work to match task requirements with subordinate skills.
14. When the leader's unit is highly dependent on other organizational units to accept and/or approve its outputs.
15. When the organizational unit is large, and it contains competing groups or factions.
16. When subordinates are in competition with each other for resources, status, and power.
17. When subordinate compliance with rules and orders is essential for the survival and effective performance of the unit.

Answers: (1) Performance Emphasis; (2) Consideration; (3) Inspiration; (4) Praise-Recognition; (5) Structuring Reward Contingencies; (6) Decision Participation; (7) Autonomy-Delegation; (8) Role Clarification; (9) Goal Setting; (10) Training-Coaching; (11) Information Dissemination; (12) Problem/Solving; (13) Planning; (14) Representation; (15) Interaction Facilitation; (16) Conflict Management; (17) Criticism-Discipline.

Constructed From Gary Yukl, Leadership in Organizations

"In summary, the effective leader must have a desire for impact, for being strong and influential [by which he means power]. Moreover, this need must be stronger than either the need for personal achievement or the need to be liked by others." James L. Fisher, Power of the Presidency

"A leader must know how to use power (that's what leadership is all about). . ." Michael Korda

"But as long as anyone in a leadership role operates with reward-punishment assumptions about motivation, he is implicitly assuming that he has (or should have) control over others and that they are in a jackass position with respect to him. Such a relationship is inevitably one of condescending contempt whose most blatant mask is paternalism. The result of that psychological position is a continuing battle between those who seek to wield power and those who are subject to it, as reflected in the Harmon study referred to earlier, and in the history of labor-management relations. The consequences are increased inefficiency, lowered productivity, heightened absenteeism, and other modes of withdrawal from engagement in that kind of relationship, or covert engagement in a combative struggle." Harry Levinson, The Great Jackass Fallacy

"One: A bias for action: a preference for doing something--anything--rather than sending a question through cycles and cycles of analyses and committee reports.
Two: Staying close to the customer--learning his preferences and catering to them.
Three: Autonomy and entrepreneurship--breaking the corporation into small companies and encouraging them to think independently and competitively.
Four: Productivity through people--creating in all employees the awareness that their best efforts are essential and that they will share in the rewards of the company's success.
Five: Hands-on, value driven--insisting that executives keep in touch with the firm's essential business.
Six: Stick to the knitting--remaining with the business the company knows best.

Seven: Simple form, lean staff--few administrative layers, few people at the upper levels.

Eight: Simultaneous loose-tight properties--fostering a climate where there is dedication to the central values of the company combined with tolerance for all employees who accept those values."

Thomas J. Peters and Robert H. Waterman, Jr., Eight basic principles to stay on top of the corporate heap, In Search of Excellence

"Knowing more about leadership will enable us to better understand our past and present, and, hopefully, to better manage the future." Barbara Kellerman (ed.), Leadership: Multidisciplinary Perspectives

"The problem is that no field of study calls for a more difficult and daring crossing of disciplinary borders than does the study of Leadership, and no field suffers more from narrow specialization." James MacGregor Burns in Kellerman (ed.), Leadership: Multidisciplinary Perspectives

"The fact is that the institutions which portray themselves as producing 'tomorrow's leaders' do not systematically explore the significance and implications of understanding leadership. Moreover, even if the conceptual work were accomplished, the relation between understanding and practice is not cultivated in our colleges. Neither the conceptual nor the pragmatic dimensions appear as explicit objectives of liberal arts programs, and students are not encouraged explicitly in the curriculum to believe that their creative potential can be developed or that they can become better leaders. However, without both concept and practice, developing leaders will continue to be 'accidental'." Donald Harward, Vice-President, The College of Wooster

II. Structure of the Seminar

A well-known behavioral scientist, Ralph M. Stodgill wrote in 1974 that "There are almost as many definitions of leadership as there are persons who have attempted to define the concept." Nevertheless, this seminar attempts to introduce, in a broad manner, three key, interlocking questions that surround the concept of leadership--What is the act of leadership? What are some styles of leadership? How does one lead? Our answers will be, by the nature of the topic, inconclusive and partial, but the format of the seminar--multidisciplinary, with several professors joining us to help us work through a reading that is in the familiar form of their discipline, and the seminar method of report and discussion--will force us individually to come to some terms with leadership studies. The week-long acquaintanceship with an important leader during the spring break will help to marry the learning of the academe with the world of practice.

A. What is Leadership?

Tuesday, January 7: Introduction to the course and each other. What is leadership? Why study leadership? The relationship between leaders and followers. Personal motto exercise. Reading: James MacGregor Burns, Leadership, pp. 1-28; Thomas E. Cronin, "Thinking and Learning About Leadership"; and John Gardner, "Leadership"

Wednesday, January 8, 6:00 p.m. Preview Room, Andrews Library: Several films will be shown during the course at this hour. Professor John Hondros, who has taught film history, will be with us to focus our thoughts on the films. Tonight: 2 short films--**"Bolero" and "Orchestra Rehearsal" by Fellini**

Thursday, January 9: Traits of Leadership. What do we mean by the term styles of leadership? Reading: Burns, Leadership. Everyone is expected to scan this big book. See Appendix A for some tips on how to scan. Every student will also be responsible for reading closely a section which will be assigned to you. Know the difference between what Burns calls Transforming Leadership and

Transactional Leadership. **Talking Point Paper Due** (See Evaluation and Writing Assignment section of Syllabus)

B. Styles of Leadership

There are many approaches possible to leadership study. Rather than structure the seminar around individual questions about leadership, I have elected to focus the next long section of the seminar around the idea of styles of leadership, a popular approach consistent with current leadership theory of how people lead. For example, author James J. Cribben identifies by style leaders he thinks are "less effective" over the long run--the Bureaucrat, the Zealot, the Machiavellian, the Missionary, the Climber, the Exploiter, the Temporizer, and the Glad-hander. On the other hand, his "effective" leaders are the Entrepreneur, the Corporateur, the Developer, the Craftsman, the Integrator, and the Gamesman. For our part, the seminar will consider the following categories over the next few weeks: some classical styles, American Presidential styles, leadership style in another place and time, leadership by moral persuasion, the military style, gender and style, and modern corporate management style in America.

Tuesday, January 14: Classical Styles of Leadership - Reading: Bondanella and Musca (eds.), The Portable Machiavelli; St. Thomas Aquinas, "On Kingship"; Plato, The Republic - section on the Philosopher King; and Han Fei Tzu, "The Way of the Ruler"

Thursday, January 16: Classical Styles continued - Guest of the seminar is Mark Weaver of the Political Science department. Professor Weaver is the first of several such guests. Our usual techniques will be to examine the readings on Tuesday on their own terms and then attempt to develop questions about leadership that the readings pose. The guest will help us to understand how the readings assist us in understanding the act of leadership. **Talking Point Paper Due**

Tuesday, January 21: Leadership Styles of American Presidents since F.D.R. Reading: Richard Neustadt, Presidential Power

Wednesday, January 22, 6:00 p.m. Preview Room, Andrews Library: Three Short Films: "Truman: Years of Decision"; "Eisenhower: Years of Caution"; "Kennedy: Years of Charisma"

Thursday, January 23: Presidential Power continued. Guest: Eric Moskowitz of the Political Science department. **Talking Point Paper Due**

Tuesday, January 28: Leadership Styles in Another Place and Another Time - Reading: Thomas Hardy, The Mayor of Casterbridge

Thursday, January 30: Another Place and Time continued. Guest: David Moldstad of the English department. **Talking Point Paper Due**

Tuesday, February 4: Leadership by Moral Persuasion. **Talking Point Paper Due** Reading: Stephen Oates, Let the Trumpet Sound: The Life of Martin Luther King, Jr.

Thursday, February 6: Moral Persuasion continued. Guest: Kenneth Goings of the History department. **Talking Point Paper Due**

Tuesday, February 11: Military Leadership. Reading: Each student will be assigned a biography or autobiography of a military leader, such as Dwight Eisenhower, Crusade in Europe; Matthew B. Ridgway, Soldier; William Manchester, An American Caesar; and James R. McDonough, Platoon Leader. Scanning will be in order!

Wednesday, February 12, 6:00 p.m. Preview Room, Andrews Library. Film: "12:00 High"

Thursday, February 13: Military Leadership continued. Guest: John Gates of the History department. **Talking Point Paper Due**

Tuesday, February 18: Gender and Leadership Style. Reading: Virginia Woolf, Three Guineas, Amy E. Schwartz, "She is No Executive"

Thursday, February 20: Gender continued. Guest: Joanne Frye of the English department. **Talking Point Paper Due**

=Tuesday, February 25: Modern Corporate Leadership Styles. Reading: Thomas J. Peters and Robert H. Waterman, Jr., In Search of Excellence: Lessons From America's Best-Run Companies.

Thursday, February 27: Guest: Alfred Chandler, Strauss Professor of Business History Harvard School of Business. Professor Chandler is a Pulitzer prize-winning historian of American management. Author of The Visible Hand. Reading: Lee Iacocca, Iacocca, pp. 46-60, Harold Geneen, Managing, pp. 127-146.

Tuesday, March 4: Corporate Leadership continued. Guest: John Sell of the Economics department. **Talking Point Paper Due**

C. How Do People Lead?

Thursday, March 6: Leaders and Their Environment. Preparing for the Acquaintanceship. Guests: Sarah Patton, Vice President for Development, The College of Wooster; Majorie Kramer, Director of College Relations and Alumni Affairs, The College of Wooster

Spring Break and the Acquaintanceship

See Appendix B for list of Participating Leaders

Tuesday, March 25: Report of the field experience to the seminar. Each student will present an oral report describing their assignment and reporting the major understandings about leadership that they have gained. The oral report will be the foundation of a written report due Friday, April 4.

Thursday, March 27: Oral Reports continued.

Tuesday, April 1: Oral Reports continued.

Thursday, April 3: Oral Reports continued. A special meeting of the seminar will be arranged before this date. I will be out of town April 3 attending the Popular Culture Association meeting in Atlanta, Georgia.

Tuesday, April 8: The Act of Leadership From a Sociological Perspective. Reading: Philip Selznick, Leadership in Administration: A Sociological Interpretation. Guest: Charles Hurst of the Sociology department. **Talking Point Paper Due**

Wednesday, April 9, Special Dinner Meeting in Lowry Center, 6:00 p.m. Guest: Kenneth Plusquellec, Vice President of Student Affairs, and selected student leaders at The College of Wooster. Discussion: "Leading at Wooster."

Thursday, April 10: No meeting. I am attending the Organization of American Historians meeting in New York City.

Tuesday, April 15: Behavioral Sciences and the Act of Leadership. Reading: Gary A. Yukl, Leadership in Organizations.

Wednesday, April 16, Special Dinner Meeting in Lowry Center, 6:00 p.m. Guests: Henry Copeland, President of the College; Donald Harward, Vice President for Academic Affairs; Glenn Bucher, Dean of the Faculty. Discussion: "Problems of Leadership at a Mythical, Small Liberal Arts College Where the Middle West Begins". Reading: excerpt from James L. Fisher, Power of the Presidency, pp.15-56.

Thursday, April 17: Behavioral Sciences continued. Guest: Jo-Ellen Asbury of the Psychology department. **Talking Point Paper Due**

Tuesday, April 22: No meeting. College Reading Day.

Thursday, April 24: Communication and the Act of Leadership. Reading: Donald W. Klopf, Interacting in Groups: Theory and Practice, pp. 147-83; Joseph A. DeVito, Human Communications, pp. 226-65. Guest: Amos Kiewe of the Speech Communications department. **Talking Point Paper Due**

Tuesday, April 29: Ethics and the Act of Leadership. Reading: Robert Bolt, The Man for All Seasons. Guest: Richard Bell of the Philosophy department. **Talking Point Paper Due**

Wednesday, April 30, 6:00 p.m.: Film Preview Room, Andrews Library, Film: "Citizen Kane"

Thursday, May 1: Summary and Closing Ceremonies. **Final Exam** - In lieu of a written exam each student has to attend the leadership symposium at the College and there will be a meeting of the seminar during the symposium.

III. Basic Book List

James MacGregor Burns, Leadership. Harper Paperback.
Peter Bondanella and Mark Musca, The Portable Machiavelli. Penguin Paperback.
Richard Neustadt, Presidential Power: The Politics of Leadership From FDR to Carter. Paperback, 1980 edition, John Wiley & Sons.
Thomas Hardy, The Mayor of Casterbridge. New American Library Paperback.
Virginia Woolf, Three Guineas. Paperback, Harcourt Brace Jovanovich edition.
Thomas J. Peters and Robert H. Waterman, Jr., In Search of Excellence: Lessons From America's Best-Run Companies. Paperback, Warner Books.
Stephen Oates, Let the Trumpet Sound: The Life of Martin Luther King, Jr. Paperback, Mentor Book.
Philip Selznick, Leadership in Administration. Paperback, University of California Press.
Gary A. Yukl, Leadership in Organization. Prentice-Hall, 1981.
Robert Bolt, A Man For All Seasons. Paperback. Vintage edition.

Annotations to the above books will be found in the bibliography.

IV. Evaluation and Written Assignments

Since the seminar method relies wholly on aggressive participation by the students, 50% of the credit for this course is based on the quality of such participation. Obviously such a grade will be subjective on my part, but **three criteria** will guide me:

> What does the student have to say? Does the student's participation grow out of the reading? Has the student pushed his/her participation to the limit given his/her personality and abilities?

The papers due are what I call **Talking Point Papers** or **position papers.** I am aware that the seminar is overwhelmingly made up of seniors and they are busily writing senior theses in their major fields. So these papers should never be longer than 500 words (two [2] typewritten pages) and can take various informal directions, such as unrelated points that arise from the reading or expository arguments or question seeking in preparation for the quest. Obviously, the criteria for grading lies in the extent to which the paper grows from the reading, the importance and insight of what is written, and the grace of sentence structure. The position papers all together make up 30% of the course, while the **oral and written report about the Acquaintanceship** accounts for the final 20%. A final conference with each student will help to arrive at a final grade.

V. Office Hours

I am ready to help you in any way I can. As soon as I can arrange conference times with my spring I.S. students, I will post office hours on my bulletin board outside my office--Kauke 118. I will also see you by special appointment. My office phone is Ext. 2455; my home phone is 262-8446.

VI. Honor Code

I call your attention to the Code of Academic Integrity as printed in the Scot's Key and ask that you read the code. Any alleged instance of academic dishonesty will be given to the Judicial Board for action and judgment as they see fit.

VII. Goals of the Seminar

1. To understand some of the major questions and answers about Leadership.
2. To continue to develop reading and oral skills based on critical thinking. To learn to pick out important ideas in longer works.

3. To learn to participate effectively in a small group so as to further its task. To develop the skill of formal presentation.
4. To continue to enhance your writing skills. In the coming year you will go on to many different occupations, but writing well and to the point will be crucial for success in many of them.
5. To have intellectual fun and play.

APPENDIX A
HOW TO SCAN A BOOK

Survey the Entire Book - Don't start right in reading your book from page one. First, make a quick survey of the entire book to get an idea of what the book is all about.

LOOK THROUGH THE ENTIRE BOOK. See how it is put together. Note the chapter headings and subheadings.

READ THE PREFACE. Here the author usually will tell you the main purpose in writing the book, his/her outlook and approach to the material.

SCAN THE TABLE OF CONTENTS. This will show you how the book is organized and how much material is covered. Keep looking back at the table of contents after you have read certain chapters to remind yourself of the author's entire plan.

LOOK OVER THE LAST CHAPTER OR FINAL FEW PAGES of the book. The author will often summarize the main points made in the separate chapters.

SURVEY EACH CHAPTER. Before you read a chapter, make a rapid preview of the material. Look for any headnotes or summaries that may be included. They give valuable clues to the main ideas the author wants to emphasize, and also serve as a handy outline. Take special note of chapter headings and subheadings. The way they are arranged will often tell you which are the main topics and which are the less important ones.

Read for the Main Ideas. Your reading should have a primary purpose--to find out what the author's main ideas are in any chapter. Keep asking, as if you are talking to the author, just what he/she is trying to get across. Don't worry about the details. By concentrating on the main ideas, you will find the details much easier to remember.

READ YOUR ASSIGNMENT BEFORE THE CLASS DISCUSSION. If you read the assignment beforehand and then join in the classroom discussion, you will clarify ideas and gain confidence in your own ability. If you wait until the professor and other students discuss a topic before you read it, you will lose faith in yourself as an independent reader. When you put your ideas into words, the material you have read will become more meaningful and will be remembered much longer.

SUMMARIZE WHATEVER YOU HAVE READ. After finishing a chapter, state the main ideas in your mind and then glance back to see if you are correct. Before closing the book, repeat the major points of the material just read. See if you can jot down the central ideas in the section completed. If you can, most of the supporting details will return to you rather easily. When you resume your reading the next day, your brief review will serve as an encouragement to begin again. By noting the major points of your reading, you will find preparation for the seminar and paper a relatively simple matter.

Question Yourself As You Read. When you read the book, imagine you are having a discussion with the author. Keep asking questions about the statements being made and ideas presented. See whether the author is giving answers that satisfy you.

WHAT is the meaning of the title of the chapter, what are the meanings of the headings and subheadings, what do the important words mean in their context, what do the tables, diagrams or graphs try to demonstrate, what do the concluding remarks mean?

WHY did the author choose to develop ideas in this particular order; why did the author spend so much time on certain points?

HOW would you rate the effectiveness of the author's style of presentation? Does he or she use humor, exaggeration, irony, satire? Are many examples used? Are the graphs and pictures appropriate and easy to understand?

FOR WHOM is the author writing? If she or he is writing a history text, is the author trying to influence the reader's point of view?

WHEN was the book written? Have new developments rendered the author's opinion out of date?

ASK QUESTIONS IN CLASS. Bring specific inquiries raised by your reading to class and pose them to the professor and to other students. Make certain you are an active participant and that your reading plays an active part in your classroom work.

Underline and Take Notes. MARK YOUR TEXT FREELY and underline key statements. Bracket key phrases and put light check marks around significant points. After you have read a few paragraphs, return to your markings and underline the phrases and sentences that seem most important. Be careful to select only the main ideas. If you underline well, you will have a clear picture of the most important material when you review. Do not underline everything.

WRITING IN THE MARGINS CAN ALSO BE HELPFUL. Challenge the author directly in the margins of the text. Ask questions, disagree, change statements, rephrase concepts in your own language. By actively engaging the author's ideas, you will read more alertly and remember what you have read.

NOTE TAKING IS AN INDIVIDUAL MATTER and each student will have to decide what the best technique is for himself. There is no question that to make learning active and to retain what you have read you must take notes. These notes will be very useful at a later time, reminding you of your immediate reaction to specific passages in the book and reviving information you have forgotten.

A JOURNAL OR READING LOG CAN BE USEFUL. After you have read a section or a chapter, record your thoughts so you will have a personal and active encounter with the book. You may want to keep an informal reading log, jotting down perceptions or expressing yourself creatively. You may want to be more formal and synopsize whole chapters in a brief paragraph. In any event, the transfer of your thoughts to paper will be of great help in reviewing and in writing the paper later on.

Appendix B

HOST LEADERS
(as of December 18, 1985)

The Honorable Richard F. Celeste
Governor of Ohio
Columbus, Ohio 43215

Major General John Conaway
Director, Division of Air Nat'l Guard
The Pentagon
Washington, D.C. 20330

The Honorable Elizabeth Hanford Dole
Secretary of Transportation
400 Seventh Street, S.W.
Washington, D.C.

Mr. Stanley C. Gault
Chairman of the Board
and Chief Executive Officer
Rubbermaid, Inc.
1147 Akron Road
Wooster, Ohio 44691

The Reverend Father Timothy S. Healy
President
Georgetown University
37th and O Streets, N.W.
Washington, D.C.

Mr. Paul H. O'Neill, President
International Paper Company
77 West Forty-Fifth Street
New York, New York 10036

Mr. L. A. Pritchett
Vice President of Sales
Procter & Gamble Company
P. O. Box 599
Cincinnati, Ohio 45201

The Honorable Ralph S. Regula
The U. S. House of Representatives
2209 Rayburn House Office Building
Washington, D.C. 20515

Mr. Richard F. Schubert, President
American Red Cross
17 and D Streets, N.W.
Washington, D.C. 20006

Mr. Edward J. Slack
President and Chief Operating Officer
Pittsburgh Plate Glass Industries,Inc.
One PPG Place
Pittsburgh, Pennsylvania 15272

Dr. John B. Slaughter, Chancellor
University of Maryland
College Park Campus
College Park, Maryland

Mr. Robert D. Sparks
President & Chief Programming Officer
W. K. Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49016

Mr. Hicks B. Waldron
Chairman and Chief Executive Officer
Avon Products
Nine West Fifty-Seventh Street
New York, New York 10019

Appendix C

LEADERSHIP SYMPOSIUM SPEAKERS
(Confirmed as of December 18, 1985)

Dr. Kenneth Clark
Smith Richardson Senior Scientist
Center for Creative Leadership
4551 Gulfshore Boulevard, N., Apt. #1001
Naples, Florida 33940

Dr. Thomas E. Cronin
Department of Politics
Princeton University
Princeton, New Jersey 08544

Mr. Edward B. Fiske
Education Editor
The New York Times
229 West Forty-Third Street
New York, New York 10036

Mr. Jerrold K. Footlick
Managing Editor, Newsweek
444 Madison Avenue
New York, New York 10022

Dr. Barbara Kellerman
Institute for Leadership Studies
Fairleigh Dickinson University
131 Temple Avenue
Hackensack, New Jersey 06251

Dr. Arthur Schlesinger
33 West Forty-Second Street
New York, New York 10036

Dr. Philip Selznick
Department of Sociology
University of California-Berkeley
Berkeley, California 94720

University of South Carolina, Columbia, South Carolina

T. R. Hodson,
Leadership and Management
Course Coordinator for
Naval ROTC nationwide

NAVAL RESERVE OFFICER'S TRAINING CORPS LEADERSHIP AND MANAGEMENT

Two Leadership and Management courses are designed for the instruction of senior year midshipmen in a four-year academic Naval Reserve Officer's Training Corps (NROTC) curriculum, taught by experienced commissioned officers of the U. S. Navy.

The theme of first semester, Naval Science 401 (Leadership and Management I) is the "officer-manager as an organizational decision maker," and it is taught as a Principles of Management course utilizing lecture and class discussion, cases and exercises of a generally business nature. Navy examples are utilized whenever appropriate, but the course is predominantly a leadership and management theory course. The movie "12 O'Clock High" is utilized as a vehicle for the diagnosis and instruction in leadership roles and organizational changes. Utilization of the provided Leadership Exercise handout facilitates a detailed discussion of leadership theories, leader behavior and condition of organization change, and an analysis of the evolution and development that takes place in a group and its leader.

The second semester, Naval Science 402 (Leadership and Management II) is designed as a practical application of the lessons learned the previous semester, applied to the duties and responsibilities of a Navy division officer. This course is a practicum of Navy applications on a diverse range of germane division officer subjects from manpower evaluations, records management, human resource management, drug/alcohol programs, time management, coupled with major sections on Naval Correspondence and Military Justice.

These course offerings coupled with the weekly drill periods, a hands-on midshipman administered and executed leadership laboratory, constitute the leadership training of NROTC midshipmen.

Naval Science 401 is the cornerstone and launching point in the development of the ability to effectively carry out the challenging duties of a Naval Officer. Management is defined as "getting the job done through the efforts of others." A Naval Officer is, above all else, a leader of men. Therefore, Leadership and Management I is designed to equip the prospective junior Naval Officers with the tools, the knowledge, and in a very small way, the experience requisite of a successful Naval Officer.

Leadership and Management I examines both the Art and the Science of Leadership Management, within the context of five distinct interrelated parts:

a. Management, the environment, and productivity.
b. Work and Organizations: The functions of management.
c. Human Resources: The behavioral fundamentals of management.
d. Production and Operations: The fundamentals of management science.
e. Management responsibility, situations, and careers.

The specific course objectives are for the student to be able to:

comprehend the nature and purpose of formal organization;
comprehend the role of the manager in a formal organization as described by the managerial functions of planning, organizing, directing, and controlling;
comprehend the major schools in the development of managerial thought to include Classical, Behavioral, Systems, and Contingency theories;

comprehend managerial decision making as a goal-oriented process requiring problem diagnosis, delineation of action alternatives, analysis of alternatives, solution selection and implementation, and assessment;
analyze real or hypothetical naval service managerial decision situations and logically apply the managerial decision making process to the problems discussed;
comprehend the interface between technical and behavioral factors inherent in naval service officer responsibilities and in the problem situations faced in carrying out those responsibilities;
comprehend the impact of the major individual, interpersonal, and group behavioral factors present in the organizational setting;
comprehend major theories of motivation and the relationship between motivation and job performance;
comprehend the major leadership theories and to analyze their application in real or hypothetical case situations;
comprehend the importance and process of communication within organizations;
comprehend the nature of the relationship between responsibility and authority with emphasis on the accountability of the naval service officer for performance of both subordinates and technical systems;
comprehend organizational change and development with respect to need assessment, strategy, selection, intervention and evaluation.

Today's Navy is an organization which abounds in complex technology. The newly commissioned officer is expected to function responsibly and effectively in this challenging environment. A large portion of the NROTC professional curricula, and a substantial portion of the midshipman's undergraduate program are directed toward development of an appropriate technical knowledge base. In this course, the student's attention is focused on the human side of the complex, formal organizational reality of the Navy, but that this focus on the human side of complex organizations should not obscure the fact that the officer, as a decision maker, must adequately understand both the technical and the human resources available. The course focuses on the technical and behavioral factors present in virtually all managerial situations.

The student will quickly come to realize, in studying the subject matter of this course, that we do not understand human behavior with anything approaching the degree of exactness we are accustomed to applying to the physical or engineering world. The young officers must understand that they will nevertheless be held strictly accountable for the performance of both the equipment and their personnel supervised. While this course cannot provide answers in any absolute sense, it does provide a substantial base for the important process of developing the personal managerial/leadership style which will become the trademark of an effective officer. The course will survey the development of managerial thought through functional, behavioral, and situational approaches, provides the basis for the development of their effective managerial and leadership competence, and provide the foundation for newly commissioned officers to be able to:

1. effectively lead men and women in the accomplishment of the mission of the naval service;
2. manage personnel individually, in groups, and in organizations in order to optimize utilization of scarce resources.

Ohio University, Athens, Ohio Terry Hogan

LEADERSHIP DEVELOPMENT PROGRAM

LAYING THE GROUNDWORK: PHASE I INFORMATION AND APPLICATION - WINTER 1986

Open on a first-come, first-serve basis. Designed for freshmen and sophomores who are interested in becoming involved in and pursuing leadership positions in student organizations. Limited to 30 participants. Consists of six (6) two-hour workshops (see schedule below). Offered fall and winter quarters only. Please sign up to participate in this program only if you can make a commitment to attend all six sessions. Students who participate and attend all six workshops will be awarded a "Certificate of Recognition" and will be eligible to participate in Phase II. Phase I participants will be invited to attend an opening reception hosted by Dean of Students Joel Rudy.

SCHEDULE

All sessions will be held on Tuesday nights in Baker Center from 7:00 to 9:00 p.m.

1/28 "Time Management"
2/4 "Assertiveness Training"
2/11 "Intercultural Understanding"
2/18 "Values"
2/25 "Personal & Career Decision Making"
3/4 "Wellness"

DEVELOPING SKILLS: PHASE II INFORMATION AND APPLICATION - WINTER 1986

Open on a first-come, first-serve basis. Designed for sophomores and juniors who are currently members of a registered student organization and are interested in pursuing leadership positions. Limited to 25 participants. Consists of eight (8) 2-1/2-hour experiential group workshops facilitated by professionals. (See schedule below.) Please sign up to participate in this program if you can make a commitment to attend all eight sessions. Students who participate and attend all eight workshops will be awarded a "Certificate of Recognition" and will be eligible to participate in Phase III. All participants will be invited to attend an opening reception hosted by the Dean of Students Joel Rudy.

SCHEDULE

All sessions will be held on Monday nights (except Thursday, January 30) in Baker Center from 7:00 to 9:30 p.m.

1/27 "Interpersonal Communication"
1/30 "Team Building"
2/3 "Meeting Management & Group Decision Making"
2/10 "Delegation"
2/17 "Motivation"
2/24 "Conflict Management"
3/3 "Leadership Styles"
3/10 "Planning and Creativity"

ON TO EXCELLENCE: PHASE III INFORMATION AND APPLICATION 1985-86

The third phase of the Leadership Development Program is designed to provide an opportunity for seasoned campus leaders to begin to consider the concept of leadership beyond Ohio University. It is intended for juniors and seniors who have held one or more leadership positions on campus and have evidenced superior leadership ability. Outstanding leaders in government, business and education are invited to participate in informal seminars and discussion groups with participants.

Sessions are scheduled for weeknights, generally at 7 pm, two to three times a quarter. Phase III participants are selected during fall quarter only and meet throughout the year.

All participants will be invited to attend the opening reception for the entire Leadership Development Program on Thursday, October 3 at 4:00 pm in the 1804 Lounge, Baker Center.

The first meeting of Phase III participants will be October 16 at 7:00 pm in the Alumni Lounge, Baker Center.

If you are interested in Phase III, please provide information on the attached form and return it directly to Terry Hogan, Office of Student Activities, 204 Baker Center.

Northern Michigan University, Marquette, Michigan   Carl Holm

THE LEADERSHIP DEVELOPMENT PROGRAM

The Leadership Development Program was initiated in the Fall of 1980 to encourage students at Northern Michigan University to develop their leadership abilities and to become involved in extracurricular activities. Upon completion of the four phases of the Leadership Development Program, a student will have participated in a variety of activities designed to help students identify and refine the skills that are necessary to be effective leaders and members of small groups and organizations.

The student who completes the program is presented with a certificate of accomplishment and can record it on a CO-CURRICULAR TRANSCRIPT (CCT), a supplement to his or her placement file. This achievement adds to a person's credentials when seeking employment or admission to graduate programs.

We invite your participation in the Leadership Development Program and are confident that you will find the experience to be both challenging and rewarding. Registration information for each of the four phases will be made available at appropriate times throughout the year.

PHASE I - IN THE BEGINNING: PLANNING FOR SUCCESS

SATURDAY, SEPTEMBER 21, GREAT LAKES ROOM, UNIVERSITY CENTER

Phase I is intended for the officers, members, and advisors of student organizations. This phase will help participants build positive working relationships within their organizations. Time will be spent on assisting organizations with planning and setting direction for the upcoming year. Finally, attention will be given to the technical skills that organizations require to operate effectively, including conducting meetings, communicating regularly, and budgeting. Phase I will be an enjoyable experience for participants and an excellent opportunity for organizations determined to have a productive year.

PHASE II - A VIEW OF REALITY: FOCUSING ON CAMPUS ISSUES

SATURDAY, OCTOBER 26, RAMADA INN, MARQUETTE

Phase II will present participants with a unique opportunity to work with other student leaders, faculty, and staff. Some of the major issues facing students and student organizations at Northern Michigan University will be defined and discussed, and approaches to dealing with them will be developed. In addition to providing some fresh perspectives on campus issues, the techniques used to identify and analyze these issues will be valuable to student leaders in dealing with problems and opportunities that are presented to their respective organizations.

PHASE III - YOUR ORGANIZATION: ASSESSMENT AND NEW DIRECTIONS

SATURDAY, FEBRUARY 1, GREAT LAKES ROOM, UNIVERSITY CENTER

Phase III, like Phase I, is intended for student organization officers, members, and advisors. With the midpoint of the school year at hand, participants will assess and evaluate the progress and current status of their organizations and revise and develop plans for the remainder of the year. In many cases, these efforts will help a group to become re-energized and more effective. Finally, some techniques for a smooth year-to-year transition will be identified and discussed.

PHASE IV - DYNAMIC LEADERSHIP: APPLYING WHAT YOU HAVE LEARNED

Phase IV consists of an on-going internship that is intended to provide student leaders who have completed the first three phases of the program with an opportunity to apply what they have learned. Participants will be responsible for identifying potential internship experiences and internship advisors. The

Leadership Development Committee will assist participating students in working out the details of their particular internship. All students participating in an internship will be required to participate in three seminars during each semester of their internship experience. Internships can be arranged during either the fall or winter semester and can often be related to organizations and programs in which students are already involved. Please call the Dean of Students Office to begin the process of arranging your internship.

LEADERSHIP THEORY AND PRACTICE CLASS

Leadership Theory and Practice (ED 250) is a two-credit class that is offered during the first eight-week block of the winter semester. Sophomore status and leadership or organizational experience are prerequisites.

The course is pursued from a historical perspective, thereby dealing with popular theories over time. In summary it aims at defining leadership; covering the early years and trait theory; and the behavioral approach (The Ohio State and University of Michigan studies); referring to Blake and Mouton's Managerial Grid late in the discussion. Also, it covers the situational approach reviewing Hersey and Blanchard's Situational Leadership Theory (aka Life Cycle Theory), Fiedler's Contingency Theory, and Robert House's Path-Goal Theory of Leadership leaning heavily on Hersey and Blanchard's approach, because it is easy for the students to understand.

LEADERSHIP SCHOLARSHIP PROGRAM

The Leadership Scholarship Program was developed to provide incentives and rewards for academically proficient high school student leaders to continue their active involvement in campus life. The recipients of these awards are carefully selected high school seniors who have been admitted to Northern Michigan University. The awards are $500 per semester and are renewable for up to eight semesters, provided the recipient continues to meet involvement and academic requirements. Details concerning this program are sent to high school counselors throughout Michigan in the late fall and again during the winter semester.

LEADERSHIP INTERN PROGRAM

Junior and senior students who meet minimum academic requirements, have demonstrated leadership abilities, and show promise of continued student leadership may apply for a limited number of Leadership Intern Awards. These awards are $750 per semester and are renewable for up to four semesters, provided the recipient continues to be involved in a campus leadership position and continues to meet minimum academic requirements. Leadership interns are assigned to work with members of the University faculty and staff on projects, services, and committees which will serve the needs of both the student body and the University and provide continued opportunities for personal development for the intern. Details will be made available in the fall and winter semesters.

Center For Studies In Creativity
State University College at Buffalo, Buffalo, NY

Scott G. Isaksen

Time: Fall, 1985
Wednesday 4:30-7:10 PM
Place: Caudell Hall 214

Course: CRS 303 CREATIVE LEADERSHIP THROUGH EFFECTIVE FACILITATION
Faculty: Dr. Scott G. Isaksen
Mr. John S. Frederick (And a variety of additional resource/presenters)

The Center for Studies in Creativity offers an undergraduate minor and a master of science degree for study in Creativity and Innovation. A major theme in both these programs is creative leadership. This theme is handled most directly in the undergraduate program with a course called: "Creative Leadership through Effective Facilitation." Isaksen co-teaches this course with an Associate Director of Student Affairs, who holds adjunct status with the Center.

REQUIRED TEXT: Campbell, David. If I'm In Charge Here, Why is Everybody Laughing? Allen, Texas: Argus Communications, 1980, 164 pp.

SUPPLEMENTARY TEXTS: Yukl, Gary A. Leadership In Organizations, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981; Gordon, Thomas. Leader Effectiveness Training, NY: Wyden Books, 1977; Lawson, John D., Ed. D., et al. Leadership is Everybody's Business, San Luis Obispo, CA: Impact Pub., Inc., 1976.

CATALOG DESCRIPTION: This course is designed to provide students with a greater grasp of creative principles in problem-solving groups. A variety of pertinent problems concerning academic work, as well as the general college and personal life of students, will be used for the facilitation practice.

INTRODUCTION

An expected outcome from this course is that the student will demonstrate an awareness of the approaches to the study of creativity and leadership and how these areas inter-relate.

Since the emphasis of the course is on creative leadership and facilitation,* those students who have some context to apply the concepts and skills will very likely find the course most relevant. An attempt will be made to blend theory and research with practical applications. Creative Studies students will find the course helpful in preparing to facilitate Creative Problem-Solving. Students of business or management may find it more applicable to planning, decision-making and dealing with personnel matters. Education, Social Work, and other majors may find the course useful in identifying appropriate use of a facilitative style in working with others and conducting effective meetings. Resident Assistants and Public Safety Aids may be able to increase their effectiveness by integrating Leadership Style with Student Development Theory.

OBJECTIVES

The student will: Demonstrate a greater knowledge of definitions, theories, and approaches to the study of creativity and leadership; Increase awareness of a variety of skill areas associated with creative leadership including: Identification and interpretation of personal style of creative leadership; communication and presentation skills; conflict management; meeting effectiveness; decision--making and innovative problem solving; planning; observation; eliciting and sending feedback; and others.

*See Isaken's Considerations for Facilitators of Small Group Creative Problem Solving in Collectibles sections of this book.

REQUIREMENTS

ATTENDANCE at all class meetings. Students are expected to be present, prepared and participative for each class (10 points each). More than three (3) absences will result in a lowering of one letter grade.

READING the literature of creativity and leadership and writing two themes over the semester. One theme will use the class text as well as two other chapters or articles from supplementary sources. Another theme will focus on a topic area of the student's choice related to leadership and/or creativity. (50 points each) See "What is a Theme?" sheet for more information.

FINAL EXAMINATION of the essay-type will focus on the student's internalization of the major concepts presented in class. (50 points)

APPLICATION of course content to an out-of-class meeting area(s). This may be accomplished by involvement in the following alternatives:

FOR THOSE WITHOUT PREREQUISITES:	FOR THOSE HAVING PREREQUISITES:
1. One Project (See "What is a Project" sheet) 2. Five Modules 3. Two Mini-Projects	Involvement in actual facilitation/ observation of CRS 205 classes. This will most likely involve Creative Studies Minors and those who have already taken CRS 205 and CRS 302.

This area will be more fully explained at the first class meeting and each student will negotiate individually with the instructor(s). Those students electing the project or mini-project options will need to work closely with the instructor(s) to come to an agreement on what is to be done.

EVALUATION: The student will be evaluated on the attainment of course requirements through the use of a point system. All students are expected to achieve the minimum grade of "C." Any student who does not meet the minimum requirement of the course may be assigned a grade of E or F at the discretion of the instructor(s).

C GRADE - 225 pts. from A, B and C above (Attendance, Reading & Exam).
B GRADE - 255 pts. from A, B and C.
A GRADE - 270 pts. from A, B and C as well as demonstrating personal application of course content.

SELECTED BOOKS ON LEADERSHIP

Bass, Bernard M. (1981) Stogdill's handbook of leadership: A survey of theory and research, NY: The Free Press.

Hare, A. Paul (1976) Handbook of small group research (2nd ed.), NY: The Free Press.

Hollander, Edwin P. (1978) Leadership dynamics: A practical guide to effective relationships. NY: The Free Press.

Johnson, David W. and Johnson, Frank P. (1982) Joining together: Group theory and group skills (2nd edition), Englewood Cliffs, NJ: Prentice Hall, Inc.

Rosenbach, William E. & Taylor, Robert L. (1984) Contemporary issues in leadership. Boulder, CO: Westview Press.

Zander, Alvin (1982) Making groups effective. San Francisco, CA: Jossey-Bass, Inc.

Annotations to the above books will be found in the bibliography.

California State University, Fresno, CA
Department of Management and Marketing

Dewey E. Johnson
Paul Hersey

MANAGEMENT OF HUMAN PERFORMANCE

Mgmt. 189T, 3 units, Schedule No. 28781
Instructor: Paul Hersey, Dewey Johnson   Sept. 3 thru Dec. 17
Tuesday, 2:10-5 p.m.   CSUF LS 163

This undergraduate course will focus on understanding and improving the management of human performance using the Situational Leadership Model developed by Dr. Paul Hersey, internationally recognized author and lecturer. Emphasis will be placed on helping the course participants improve their leadership and management skills. Teaching methods will include new interactive video programs, diagnostic tests to evaluate each participant's performance potential, experiential exercises, group discussions, and role playing. Dr. Hersey will teach the first half of the course; Dr. Johnson the second half. REQUIRED TEXTS: The Situational Leader, Management of Organizational Behavior. LIBRARY ASSIGNMENTS: As assigned by the instructors.

FACULTY: Dr. Paul Hersey, internationally known educator, trainer, lecturer, and conference leader, will be a Visiting Professor of Management at CSUF and will teach the first two months of this course. Dr. Hersey has helped develop more than 1,000,000 supervisors and managers from more than 1,000 businesses. He was recently selected by Training Magazine as one of the ten most respected people in the training and development field. He is the author of several books including the best selling, The Situational Leader - the Other 59 Minutes, (Warner Books); Management of Organizational Behavior (Prentice-Hall) with Ken Blanchard, one of the top five books in training and development; and The Family Game with Ken Blanchard. Dr. Hersey will be assisted by Dr. Dewey E. Johnson, School of Business, CSUF.

TOPICAL OUTLINE AND COURSE SCHEDULE

September 4	Introduction to Situational Leadership (Basic Model and Feedback Instruments)
September 11	Applications of Situational Leadership
September 18	Concepts of Power
September 25	Integration of Concept/Theory/Research in the Behavioral Sciences
October 2	Conflict and Change
October 9	Performance Management Simulation
October 16	Groups, Organizations and Work Structures
October 23	Helping and Hindering Roles in Groups
October 30	Midterm Examination
November 6	An Intensive Experience in the Process of Change (Twelve O'Clock High, Part One)
November 13	An Intensive Experience in the Process of Change (Twelve O'Clock High, Part Two)
November 20	Developing Human Resources
November 27	Applications in Management of Human Resources (Part One)
December 4	Applications in Management of Human Resources (Part Two)
December 11	Future Developments in Applied Behavioral Sciences
December 20	Final Examination 1500-1700

GRADING AND EVALUATION POLICY - Midterm Examination, 40 percent; Final Examination, 40 percent; Class Participation, 20 percent.

OFFICE HOURS: San Ramone 5, Room 135   Telephone 294-2496
Dr. Hersey - Hours as arranged; Dr. Johnson - 1000-1230, Tuesday & Thursday

SEMINAR IN SITUATIONAL LEADERSHIP

Bus. 289T   3 units
Instructor: Paul Hersey   Sept. 3 thru Oct. 29
Tuesday, 7:10-10 p.m.   CSUF NS 141

Development of modern leadership with special emphasis on Situational Leadership developed by Dr. Paul Hersey, internationally recognized author and lecturer. Course participants will learn about advanced theories of motivation, organizational design and performance management by examining factors that influence effective individual and group performance. Teaching methods will include new interactive video programs, diagnostic tests to evaluate each participant's leadership skills, experiential exercises and group discussions. This course is a Graduate Elective. Students desiring further course information should contact the Director, Graduate Business Program, Room 1233, McKee Fisk Business Building. REQUIRED TEXTS: The Situational Leader, Management of Organizational Behavior. LIBRARY ASSIGNMENTS: As assigned by the instructor.

TOPICAL OUTLINE AND COURSE SCHEDULE

September 3	Introduction to Situational Leadership (Basic Model and Feedback Instruments)
September 9	Developing Human Resources
September 10	Applications of Situational Leadership
September 16	Concepts of Power
September 17	Integration of Concepts/Theory/Research in Applied Behavioral Science
September 23	An Intensive Experience in the Process of Change (Twelve O'Clock High, Part One)
September 24	An Intensive Experience in the Process of Change (Twelve O'Clock High, Part Two)
September 30	An Intensive Experience in the Process of Change (Twelve O'Clock High, Part Three)
October 1	Midterm Examination
October 7	Performance Management Simulation (Part One)
October 8	Performance Management Simulation (Part Two)
October 14	Groups, Organizations and Work Structures
October 15	Groups, Organizations and Work Structures
October 21	Helping and Hindering Roles in Groups
October 22	Helping and Hindering Roles in Groups
October 28	Future Developments in Applied Behavioral Science
October 29	Final Examination

GRADING AND EVALUATION POLICY - Midterm Examination, 30 percent; Final Examination, 30 percent; Research Paper, 20 percent; Class Participation, 20 percent.

OFFICE HOURS: San Ramone 5, Room 135 Telephone 294-2496 Hours as arranged

Texas A&M University - College Station, TX John J. Koldus III

MANAGEMENT 481 - Fall 1985

Section 505 - Tuesday, Cain Hall Film Room 2:00 - Jan Paterson

---

Course Description: Management of Student Organizations (481) is a course designed to provide an overall picture of operation of a student organization.

Objectives: To develop a cohesive and support relationship between the members of the class. To gain functional knowledge of the various activities involved in successfully leading a student group.

Text: Procedures Manual for Student Organizations and Advisors 1985-86

Attendance: Class attendance is mandatory. Since there is no textbook and little outside work required, all information needed for any testing can only be obtained through being present for all presentations.

Grading: Class grades will be based upon a mid-term, a final, and class attendance. Each class missed will lower the final course grade by one-half letter grade. Mid-term and final grades are averaged together.

Class Time and Location: The class meets every Tuesday of the Fall Semester 1985. Class begins promptly at 2:00 p.m. and each session is 50 minutes in length. The class meets in Cain Hall Film Room.

SCHEDULE OF TOPICS

September 3	Class introduction
September 10	Goal Setting
September 17	Hints for Success
September 24	Conducting Effective Meetings
October 1	Communication
October 8	Publicity and Public Relations
October 15	Problem Solving
October 22	Motivation/Mid-Term
October 29	Leadership Styles
November 5	Membership Recruitment
November 12	Stress Management
November 19	Leadership Continuity
November 26	Leadership Qualities
December 3	Final Project Preparation
December 10	Final Project Presentation

MINORITY STUDENT LEADERSHIP - Sociology 489 Kevin Carreathers - Rm. 208 Pavilion

September 4	Introduction
September 11	History of Minorities
September 18	Overview of Campus Organizations
September 25	Art and Style of Minority Leadership
October 2	National Minority Leaders and What We Have Learned From Them
October 9	Open Discussion
October 16	From Majority to Minority; Helpful Hints on Making the Transition
October 23	Leadership in Predominantly Majority Organizations
October 30	Leadership Skills Development
November 6	University Structure
November 13	Open Discussion
November 20	Campus Issues
November 27	Projects Due
December 4	Final Exam Review/Class Evaluation
December 11	Final Exam/Class Party - 5 p.m.

Grades will be based on mid-term and final exam, class project, current event file, class attendance and participation. Attendance policy: 3 absences = B; 4 = C; 5 = D; 6 = F.

College of Business Administration
Management 481-C, Section 507 - **Leadership Ethics in Organizations** (co-sponsored by the Department of Student Activities and the Department of Management) Fall 1985

Credit: One Hour
Time: Wednesday, 2-3:30 p.m. - Room #211 Pavilion
Faculty: Linda Trevino, Todd Ousley

Course Description: This course is designed to provide students with opportunities to consider the ethical dimension of decision-making in organizations primarily through active participation in discussion of real and hypothetical moral dilemmas.

Course Objectives: Upon completion of this course, the student will be able to: identify the ethical components of a dilemma; discuss the ethical issues emerging from a dilemma; make and justify a decision; state a clear and consistent personal system of ethics to guide individual decision-making.

Teaching/Learning Strategies: Learning in this course takes place primarily through the students' active involvement in class discussion. With the exception of short introductory lectures and occasional guest speakers, the class will consist almost entirely of discussion. Role playing will also be incorporated when appropriate. In role playing, students are asked to play the roles of individuals in ethical dilemmas. In order to participate effectively, students are expected to be prepared for class by having thoroughly read and thought about class assignments.

Evaluation of Performance: Attendance 15%; Class preparation and active productive participation 65%; paper 20%.

Attendance and Participation: It is your responsibility to attend class. Because learning takes place as a result of active participation in discussion, attendance in this course is more important than in lecture courses where one can catch up by copying notes. Therefore, the class depends on you to be an active participant. If you must be absent due to illness or other emergencies, you are expected to contact the faculty (preferably before class) to explain your absence. Failure to do so will result in loss of attendance credit.

Paper: Should be entitled - "Ethical Decision-Making: A Personal View"; due date to be announced; 5 to 15 pages typed, double-spaced.

The paper is an important learning activity for you. You should be thinking about it from the beginning of the semester and as the class progresses. As ideas occur to you throughout the semester, write them down. You are also encouraged to discuss your ideas with classmates and teachers.

The goal of the paper is for you to develop a model, your ideal system, for making difficult value-laden decisions. The model should (1) be described clearly; (2) relate to specific situations; and, (3) apply to practical decision-making dilemmas. You need to include in the paper at least one really difficult decision you have faced and explain how your system would help you decide the appropriate action to take and why. You may also use cases discussed in the course. Be sure to justify your decision in terms of your system and its guidelines. Library resources may assist you, but are not required.

The purpose of the paper is to give you an opportunity to apply the ideas discussed in class and to provide you with feedback on the decision model you develop.

LaGrange College - LaGrange, GA Charles P. Kraemer

LEADERSHIP PROGRAM

LaGrange College initiated and formalized a leadership program this past September. Believing that leadership is a most valued commodity and part of the mission of a comprehensive college, LaGrange addresses specifically the question of leadership development.

Employers had indicated they wanted to hire new employees who can communicate effectively, who are able to set goals and plan strategies for attaining those goals, who can make decisions, and who can be both assertive and supportive with the people with whom they work. LaGrange has always scored high marks in leadership development, but it was the student affairs model. Students were encouraged to play baseball, basketball, volleyball, soccer, to debate, to be active in social organizations of all kinds, and to assume responsibility for many of their on-campus programs and publications. To that a combination of credit and non-credit academic work has been added. If a student desires to have emphasis in leadership within the general education requirements and within the major, there are courses that may be selected to meet this goal.

Included in those courses are a speech course, an interpersonal communications course and, of course, written communications. Additionally, students select a course in which the ethical basis of leadership is dealt with academically; they take a social process course, and examine organizational leadership models in another course. They become involved in one of the professional leadership development courses and take an integrated practicum which will interrelate those academic courses.

Additionally, each student in the leadership program is expected to select from non-credit topics such as "Time Management," "Assertiveness," "Decision-Making," "Secrets of Success," and other short courses that are offered in the student activities areas. (Excerpts from an address by Frank A. James, Dean of the College.)

LEADERSHIP PROGRAM

The Leadership Program exists to provide a central focus for the study of the contribution, role, and impact of leadership in our society. The program offers LaGrange College students an opportunity to prepare themselves broadly for leadership roles. The Leadership Program is designed to integrate leadership interest, needs, and contributions into existing educational programs at LaGrange College.

The Program in Leadership consists of courses and non-credit activities. Any student in the College may earn this certificate by acquiring 37 quarter hours in the course areas listed below. With careful planning, most students can earn the Certificate in Leadership by taking courses they already need to satisfy requirements for the baccalaureate degree. Since the Leadership Certificate requirements involve both lower and upper division courses as well as non-credit activities, it is advantageous for students to plan their Leadership course as early as possible and incorporate it into their general program of study.

The Certificate Program in Leadership consists of the following courses (a grade of C or better is required in each course):

REQUIRED: Spc 105-Speech Fundamentals (5); Psy 200-Interpersonal Communication (2); Eng 101-Readings and Composition I (5) [or an acceptable score on the Test of Standard Written English, a subtest of the Scholastic Aptitude Test]

ETHICAL BASIS OF LEADERSHIP (choose one): Rel 101-Judaic-Christian Heritage (5); Rel 102-Christian Ethics (5); Rel 110-Religious Dimensions of Human Behavior (5); Phl 149-Introduction to Philosophy (5)
SOCIAL PROCESSES (choose one): Soc/PSc 302-Social Change (5); His 307-Social & Intellectual History of the United States (5); Psy 321-Social Psychology (5)
ORGANIZATIONAL LEADERSHIP (choose one): BuA 371-Principles of Management (5); BuA 376-Managing Human Resources (5); BuA 391-Managing the Small Business (5); CJu 103-Police Administration (5)
PRACTICAL LEADERSHIP SKILLS (choose one): HPR 305-Psychology of Coaching (5); HPR 313-Recreational Leadership (5); Spc 322-Persuasion (5); Spc 324-Discussion and Group Leadership (5)
SUMMARY COURSE (required): Psy 495-Special Projects in Leadership Training (5)

When courses from the above listed areas have been completed, the student will enroll in a five quarter hour course aimed at pulling all this information together. This course may be either a practicum in the student's area of interest or a project decided upon jointly by the student and the professor supervising the course. In either case, exposure to the process of making decisions and having them carried out will be a major part of this experience. Dr. Kraemer is in charge of the academic portion of the program. Students desiring to enter this program should consult with Dr. Kraemer early in their academic career.

Each quarter, at least one non-credit leadership seminar activity will be scheduled by the Office of Student Development for students participating in the Leadership Program. Topics such as Time Management, Assertiveness, Leadership Styles, Decision-making, Secrets of Success, Turning Problems into Opportunities, etc. may be used. To qualify for the Certificate in Leadership, a student would have enrolled in at least three different seminar activities. Record of participation will be kept and reported to the Registrar. The Dean of Student Development, Dr. Nabors, is the coordinator of these programs and should be contacted for the schedule of these activities.

Transfer credit may be applied to the program as Dr. Kraemer approves. The Registrar will maintain records of completion of the credit and non-credit activities. The Dean of Student Development will maintain any anecdotal records and informal evaluations.

University of Michigan - Ann Arbor, MI Judy Lodish

SLOPE (Student Leadership Through Organizational and Personal Experiences)
Fall 1985, Thursday, 2:00-5:00 p.m. - West Quad - New Classroom
Credit: Sociology 389 (3 credits)

Staff:	Chris Carlsen-Jones Student Organization & Development Center 1310 Michigan Union	Jeffrey Howard Project Community 2205 Michigan Union	Marcene Root Sociology T.A. 4028 LS & A

The Student Organization Development Center provides two general types of services and programs: those directed toward students who want to become involved in leadership positions; and various programs (courses, internship, workshops, consultation, etc.) for those students currently involved in leadership positions. The focus here is only on the leadership course taught to current leaders.

PURPOSE

SLOPE is open to students at the University wanting to learn about leadership, groups, and organizations. The primary goal of this program is to provide increased opportunities for intentional growth and learning for students around knowledge and skills necessary in group and organizational leadership and membership.

LEARNING GOALS AND STYLES

As is true of any group, each individual brings to this course different experiences, goals, and learning styles. The course will seek to respect and utilize these differences. Individuals need to articulate their goals and take initiatives to fulfill them. If at any time you experience difficulties in achieving your goals, seek out students and staff to work on the problem.

LEARNING RESOURCES

1. Your own and other students' and staff members' past and present experiences in organizations.
2. Your own and other students' and staff members' learning goals and energy with regard to leadership and organizational theory and practice.
3. Participation in an organization.
4. Course pack.
5. Your journals and papers.
6. Discussions around concepts, theories, and experiences.
7. Observation and participation in exercises/simulations/role plays.

EXPECTATIONS

- Attend every class session; participate actively.
- Attend at least 2 S.O.D.C. workshops (a schedule will be provided).
- Keep a journal interrelating class, readings, and personal experiences; submit every three to four weeks.
- Read your course pack and other reading assignments; discuss in class.
- Complete individual projects.
- Complete Sociology assignments.

EXPECTED LEARNING OUTCOMES

We expect students of SLOPE to at least be able to:

- Explain 1 specific leadership theory.
- Describe own personal leadership and membership style, strengths, and weaknesses
- Recognize symptoms of organizational function and dysfunction.
- Explain the significance of adept communication skills in developing appropriate leader behavior, and begin to demonstrate these skills.

- * Explain how the development of leadership skills improves the effectiveness of the group and how leaders' ability to understand group interaction enables them to be more effective members and leaders.
- * Explain at least one model each for effective planning, problem-solving, and conflict management.
- * Understand the value of taking risks and accepting challenges.
- * Explain in appreciating and valuing terms each person's unique contributions to a group or an organization.
- * Apply principles discussed in class and to own organizational experiences.

GRADING

SLOPE is a non-letter graded course; Sociology 389 is credit/no credit. However, a genuine commitment to learning is essential. SLOPE staff EXPECT ALL STUDENTS IN THE PROGRAM TO DO THE EQUIVALENT OF 'A' WORK. STUDENTS NOT PREPARED TO MAKE THIS KIND OF COMMITMENT ARE URGED NOT TO ENROLL FOR THE COURSE. Students not diligently fulfilling all course requirements will not receive credit for the course. In our review of each student at the end of the semester, instructors will be evaluating class attendance and participation, the journal, familiarity with the readings, the projects, and the papers.

A FINAL THOUGHT

Whereas in many University classes the student is responsible for her/his learning only, in SLOPE the student is also responsible for the learning of the other students. Instructors will be encouraging a learning environment in which growth is not only private but also shared and nurtured by all. We are all students; we are all teachers.

COURSE REQUIREMENTS

THE JOURNAL: Learning through experience is enhanced by reflection and writing. The journal is a medium to reflect upon and write about thoughts and experiences in the weekly seminars, in groups and organizations outside this class, and those instigated by the course readings. Each week you are asked to minimally include three parts to your journal entry: (1) Responses to class, (2) Application of class learning to your organization or other contexts in which you find yourself, and (3) Responses to next week's readings, e.g. your "cosmic question." Analysis, feelings, opinions, insights, statements of learning, questions should all be included in the journal. The journal is a learning opportunity; perceiving it as just another course requirement will result in perfunctory entries and preclude its learning/growth potential.

We have some expectations: Quality counts; evidence of struggle, thought, questioning, putting things together, matters more than merely "reporting"; submit on time; use loose-leaf paper so you can continue writing when the instructors are reading what you hand in.

Your home base group facilitator will be reading your journal; feedback will be given for learning (and not for evaluative) purposes. **Due dates are: October 3, October 24, November 14, December 11 (Wednesday).**

THE PROJECT: The purpose of this assignment is to integrate seminar, organization experience, journal, and readings. Basically we have in mind an examination of a particular content facet of this course - leadership, a specific skill, something about groups or organizations - which interests you and for which you will focus on as your own project. The final product can be a paper or any format you would find conducive to your learning. We would like to know what your topic is and its presentation **format by October 3** so that staff can review them. The **projects will be due November 21**. More on this in a couple of weeks.

SOCIOLOGY PAPERS

In lieu of the function of a final exam, i.e., to assess how much has been learned, short papers are assigned to help you sociologically synthesize the learning that has accrued for you as a result of your participation in SLOPE. The details of these assignments will be discussed in class.

University of North Carolina, Charlotte, N. C.   Charles F. Lynch

HDL 570P - LEADERSHIP THEORY AND THE DYNAMICS OF GROUP PROCESS

Tuesdays/Thursdays 11:00 a.m.-12:20 p.m. -- Spring 1985
Instructors: Charles F. Lynch - Associate Vice Chancellor for Student Affairs and Dean of Students
Bob Giduz - Student Development Specialist, Dean of Students Office
Sandy Kohn - Assistant Director of Venture

COURSE DESCRIPTION

This course will provide an opportunity for students to (1) study the dynamics of leadership behavior and group processes, (2) assess their leadership style, (3) learn techniques of group leadership, (4) develop these techniques through practical application in a clinical experience.

OBJECTIVES

1. To provide students with a theoretical background through exploration of human motivation, group dynamics, and organizational issues as they relate to various theories of leadership.
2. To assess individual leadership style through the use of personal style surveys and leadership assessment instruments.
3. To introduce students to individual leadership skills including public speaking, time management, goal-setting and personal feedback.
4. To develop group leadership skills including team-building, delegation, conflict resolution, and decision-making.
5. To provide the opportunity to explore the leadership styles of others through observation of group processes.
6. To develop and practice leadership skills through group experiences, retreats, and internships.

HOUSE RULES

1. Class will start on time and end on time. Individual concerns should be addressed at the end of class or by appointment.
2. Please refrain from eating and drinking while in class. We won't teach in your dining room.
3. All assignments must be typewritten and on time. Late assignments will be reduced by one letter grade per day.
4. You earn the grade; instructors will do the paperwork.
5. Selected readings will be handed out in class.
6. Students will pay one fee for surveys and readings.

> I hear and I forget.
> I see and I remember.
> I do and I understand.
>
> Confucius

PERFORMANCE EVALUATION - ASSIGNMENTS

VALUE

____ I. Attendance - all or nothing - maximum 3 cuts.

____ II. Table Topic - one minute, impromptu speech at the beginning of class on a topic of personal interest or one selected from a designated list of topics.

____ III. "What To Look For In Groups" - two page paper describing how the concepts in the article apply to a group you are now a member of.

____ IV. Two Page Structured Response - Assessment of Leadership Style.

____ V. Leadership Style Observation - describe a leadership style and group dynamics of an organization that you have visited.

____ VI. Education Through Student Interaction - (ETSI) - students will be required to complete the ETSI form on each of the articles (4 to 5) handed out in class, or on reserve in the library, which will assist individuals in applying the knowledge to personal situations.

____ VII. One page outline of individual area of interest which you will research. Include at least 3 sources you intend to use in your research.

____ VIII. Leadership Research Report - maximum 5 page summary report on individual area of interest.

____ IX. Individual Research Presentation - 5 minutes. Students will be evaluated on both content and style of presentation.

____ X. Participation in "Leadership Experience" - each member of the class will be required to participate in one of the following experiences which will be planned throughout the course of the semester:
a. Leadership Retreat - 1 1/2-2 days.
b. Venture Outdoor Leadership Experience - 2 days, 2 nights
c. Campus Leadership Project - 1-1 1/2 days, no nights.

____ XI. Summary Report - report of your committee including goals, conflicts, assessment of leadership styles, and your contribution to the group.

____ XII. Group Evaluation of Individual Performance - each member of project groups will have the opportunity to evaluate all of the other members in their group.

SYLLABUS

Leadership Theory and the Dynamics of Group Processes

January 10	Introductions - Goals and Guidelines - Expectations
January 15	Interaction Styles - Fishbowl Exercise
January 17	Leadership Masquerade - Learning Styles
January 22	Leadership Style Assessment - Personal Profile System
January 24	P. P. S. (continued)
January 29	Team Building - Divide Into Groups
January 31	L.E.A.D. Questionnaire - Motivation and Delegation - ETSI II
February 5	Conducting Meetings Effectively/Group Roles
February 7	Goal Setting - Nominal Group
February 12	The Process of Delegation and Decision Style
February 14	M.B.T.I. - Communication Style
February 19	Communication - Speaking and Listening
February 21	Group Communication
February 26	Conflict Resolution
February 28	Feedback
	SPRING BREAK
March 12	Personal Motivation - Inspiration and Feedback
March 14	Time Management
March 19	Stress Management
March 21	Individual Presentations

March 26	Individual Presentations
March 28	Flexibility
April 2	Individual Presentations
April 4	Group Initiatives Course
April 9	Preview of Projects
April 11	Individual Presentations
April 12)	
April 13)	**LEADERSHIP RETREAT EXPERIENCE**
April 14)	
April 16	Project Review
April 18	Wrap Up and Evaluation

ASSIGNMENT SCHEDULE

January 15	TABLE TOPICS - "WHAT TO LOOK FOR IN GROUPS" article - 2 page paper describing how the concepts in the article apply to a group you are now (or have been) a member of.
January 17	**1st ETSI due** - Management of Organizational Behavior, 2nd Edition, pp 22-40 or 3rd Edition, pp 30-50.
January 29	ASSESSMENT OF PERSONAL LEADERSHIP STYLE - 2 page structured response based upon Personal Profile System.
January 31	**2nd ETSI due** - Management of Organizational Behavior, 2nd Edition, pp 43-65 or 3rd Edition, pp 51-70.
February 14	LEADERSHIP STYLE OBSERVATION - describe the leadership style and the group dynamics of an organization you have visited.
February 21	**3rd Edition ETSI due** - Article on communication and group dynamics.
February 28	RESEARCH OUTLINE - One page outline of individual area of interest on leadership you will research. Include bibliography of sources from which you prepared your outline (at least 3).
March 21	INDIVIDUAL PRESENTATION AND REPORTS OF RESEARCH TOPICS - Names will be drawn at random -- all students must be prepared to present.
April 12-14	PARTICIPATION IN LEADERSHIP EXPERIENCE - off campus retreat - 1 1/2-2 days, 1 night - venture experience - 2 days, 2 nights - on campus/community project - 1 or 2 days, no nights
April 16	SUMMARY REPORT - of your project including goals, conflict, roles of group member, assessment of leadership styles, your contributions to the group, what you learned about yourself (impact on others) from this project group experience.
April 18	EVALUATION OF INDIVIDUAL GROUP MEMBERS CONTRIBUTION TO PROJECT - evaluation of each of the other members of your group.

Stanford University, Stanford, California James G. March

ORGANIZATIONAL LEADERSHIP, Business 379; Political Science 108; Sociology 165
Fall 1985-1986, 8:00-9:45 a.m. Tuesday and Thursday

INTRODUCTION

This course is intended primarily for people who expect to be organizational leaders or to deal with them. Business firms, schools, public agencies, navies, and churches are treated as examples of organizations. The main emphasis, however, is not on the specifics of any particular kind of organization but on their variety and on some aspects they share. Persons interested in research will find the course not very attentive to research methodology; persons interested in administrative practice will find the course not very attentive to managerial detail. The focus is on understanding and interpreting the leadership role in contemporary organizations and on the complications of becoming or being a leader, or confronting one. It is not, however, useful in the usual sense; and no claims of practicality or relevance are made or implied. No recipes for success are presented. We consider a few classic issues surrounding leadership, trying to view the mundane realities of organizations as exemplars of life rather than as opportunities for tinkering with the minor machinery of an instrumental existence.

COURSE FORMAT

The course is a combination of four things: (1) some reading; (2) some lectures; (3) some discussions; (4) some "cases." The four are loosely coordinated by occasional cross-relevance, but it is probably sensible to view them as essentially independent.

READING: Four works are required reading (or rereading) during the quarter. Each is available in the bookstore: Miguel de Cervantes, *Don Quixote*; William Shakespeare, *Othello*; George Bernard Shaw, *Saint Joan*; Leo Tolstoy, *War and Peace*. These are classic exercises in comprehending leadership. If you have not read them, the course should be viewed primarily as an opportunity to do so. If you have already read them, the course should be viewed primarily as an opportunity to reread them. If you have already reread them,...

In addition, there is a reading list. The books on the list are a sample of books available in Stanford libraries on the topics they cover, and you are invited to read whatever you find that illuminates the topics. The list is alphabetical by author, but it is cross-indexed by topic, as follows: Topic 1, Conceptions of leadership; Topic 2, Groups and group leadership; Topic 3, Personality and leadership; Topic 4, Situation, culture, gender; Topic 5, Marx, Lenin, and Mao; Topic 6, Contemporary prophets.

You are not expected to read all of the books on the reading list. Nor is it an exclusive list. There are numerous other works available on each of the topics. The list is designed to be part of your Stanford memorabilia, suitable for showing grandchildren. It is intended to suggest the boundaries of the topics, however; and you should inform yourself on each topic sufficiently to be able to carry on an intelligent conversation on the subject. As is indicated below in the section on grading, there will be some short quizzes on the reading during the quarter.

LECTURES: The instructor plans some lectures during the quarter. Each lecture is self-contained. Students are invited to attend, but there is no presumption that absence is incontrovertible evidence of moral decay. All lectures begin at 8:15 and persist for about 50 minutes. (See lecture schedule below)

DISCUSSIONS: There are two discussion periods. The first (8:00-8:15 a.m. each Tuesday and Thursday) is an informal discussion of issues raised by anyone who is there and normally exhibits substantial intellectual and spiritual disarray. It is an opportunity for people who rise early to be wise. The second discussion period (9:15-9:45 a.m. on lecture days) is focused on a question about the reading. The question is posed by the instructor.

"CASES": On three days during the quarter (October 17, 31 and November 14), "case" discussions are scheduled for the period from 8:15 to 9:45. The quotation marks around "case" are intended to suggest that these discussions have little resemblance to a proper business school case discussion. Discussion materials are normally distributed at the class meeting preceding the discussion.

THESE ACTIVITIES FIT TOGETHER (MORE OR LESS) TO FORM A SCHEDULE, AS FOLLOWS:

Date	Lecture (8:15-9:05)	Discussion (9:15-9:45)
9/26	Leadership appreciation	
10/1	Hierarchies, careers, and incentives	Conceptions of leadership
10/3	The glories and complications of success	Groups and group leadership
10/8	Saint Joan	Saint Joan
10/10	Making choices when preferences are unclear	Saint Joan
10/15	Othello	Othello
10/17	CASE DISCUSSION (8:30-9:45)	
10/22	Learning and the ambiguity of experience	Othello
10/24	Symbols and the management of meaning	Personality & leadership
10/29	War and Peace	War and Peace
10/31	CASE DISCUSSION (8:30-9:45)	
11/5	Leadership as a social role	War and Peace
11/7	Power and dominance	War and Peace
11/12	Leadership and sex	Situation, culture, gender
11/14	CASE DISCUSSION (8:30-9:45)	
11/19	Leadership and revolution	Marx, Lenin, and Mao
11/21	Pleasures of the process	Contemporary prophets
11/26	Don Quixote	Don Quixote
11/28	THANKSGIVING HOLIDAY	
12/3	Despair, innocence, and virtue	Don Quixote
12/5	The pursuit of optimism	

GRADING

The course may be taken on either a graded or a pass/no credit basis. The rules for recording the pass/no credit option are the rules of the school in which the course is being taken. Please note that the rules of the Graduate School of Business differ from the rules of the School of Humanities and Sciences. The grade depends on four things:

READING QUIZZES - On each day on which a discussion of the reading is scheduled (see above) there is one chance in four that a 20 minute quiz will be given instead. The chances are independent, so there is some (very small) chance that all sixteen quizzes will be given; there is some (small) chance that none of them will. The most likely outcome is that four will be given. There will be no "excused" absences from the quizzes. If you are absent on the day a quiz is given, you will be given a grade lower than the lowest grade given to anyone taking the quiz.

DISCUSSIONS - The wisdom of class commentary, including comments on the "cases," will be evaluated in terms of its pertinence, clarity, and perceptiveness.

TERM PAPER (OPTIONAL) - An optional term paper is due on November 26. Please note the date. No extensions will be given, so all possible contingencies (e.g., computer failure, multiple parental illnesses, ordinary heartbreak) should be anticipated. The term paper should take a story about an organizational leader printed in some periodical published between September 26, 1985, and November 1, 1985. The specific story should be included as an exhibit to the paper. The paper should provide an interpretive critique of the leader or the situation that would be informative and stimulating to an intelligent, educated, and informed student of contemporary life. It should be written without pretense, but with grace and precision. It may take the form of any standard literary genre (e.g., essay, fiction, poetry, criticism, VHS-video). It should not exceed 3000 words.

FINAL EXAMINATION - A three-hour final examination will be given at the regularly scheduled time for examinations.

These four components (or three if there is no term paper) will be weighted equally to determine a final grade unless a different weighting scheme is filed with the instructor no later than October 3, 1985. Any such alternative weighting schemes must provide weights that sum to 100% and satisfy the following constraints: Quizzes - 20%, 30%, or 40%; Term paper - 0%, 10%, 20%, 30%, or 40%; Discussions - 10%, 20%, 30%, or 40%; Final examination 30%, 40%, 50%, or 60%. Grades for students taking the course as Business 379 will use Graduate School of Business notation (H,P,etc.) and standards. Grades for other students will use Stanford standard notation (A,B,etc.) and standards. Students enrolled in Business 379 on a pass/no credit basis must earn a grade of at least "P-" to pass. For all others, "D" is a passing grade.

HOUSEKEEPING

I have offices at 228 Graduate School of Business and 238 Herbert Hoover Memorial Building. I am usually free immediately after each class if you wish to talk with me. Julia Ball (239 Herbert Hoover Memorial Building) schedules appointments for other times. She has sympathy, sense, and smarts; but it is usually sensible to give her a little lead time. Her number (and mine) is 497-2105.

On most Fridays during the quarter, I drink wine in 238 HHMB after about four o'clock. If you are free, you are welcome to share the basic California jug wine. I cannot promise great insights into leadership or incredible intellectual brilliance; but the natives are friendly and the price is right.

READING LIST

Topic 1: Conceptions of leadership
Topic 2: Groups and group leadership
Topic 3: Personality and leadership
Topic 4: Situation, culture, gender
Topic 5: Marx, Lenin, and Mao
Topic 6: Contemporary prophets

Topic	Author	Title
1	Adair, J.	Training for Leadership
	Argyris, C.	Executive Leadership: An Appraisal of a Manager in Action
1	Bailey, F.G.	Stratagems and Spoils
3	Barnard, C.I.	Organization & Management
1	Bass, B.M.	Leadership, Psychology & Organizational Behavior
1,2	Bass, B.M.	Leadership and Performance beyond Expectations
1	Beal, G.M.	Leadership & Dynamic Group Action
1	Berne, E.	The Structure & Dynamics of Organizations & Groups
2	Bradford, D.L.	Managing for Excellence: The Guide to Developing High Performance in Contemporary Organizations
2	Breen, T.H.	The Character of a Good Ruler
1	Burns, J.M.	Leadership
1,3	Cartwright, D., ed.	Group Dynamics, Research and Theory
	Cervantes, M.	Don Quixote
4	Cohen, M.D. & March, J.G.	Leadership & Ambiguity
6	Deal, T.E., & Kennedy, A.A.	Corporate Cultures: The Rites and Rituals of Corporate Life
5	Derillers, P.	Mao

Topic	Author	Title
1	Downton, J.F.	Rebel Leadership: Commitment & Charisma in the Revolutionary Process
2	Dill, W.R.; Hilton, T.; Reitman, W.	The New Managers
3	Dubin, R., et al.	Leadership & Productivity
1	Dunnette, M.D., ed.	Handbook of Industrial & Organizational Psychology, Chapter 34
	Ewing, D.W.	Human Side of Planning: Tool or Tyrant?
4	Fenn, M.	In the Spotlight: Women Executives in a Changing Environment
1	Fiedler, F.E.	A Theory of Leadership Effectiveness
2	Gandhi, M.K.	Gandhi's Autobiography
4	Gardner, J.W.	Excellence
1,2,3	Gouldner, A.W., ed.	Studies in Leadership
4	Greenleaf, R.F.	Servant Leaderhip: A Journey in the Nature of Legitimate Power, Greatness
5	Gvishiani, D.	Organization & Management
4	Hart, L.B.	Moving Up! Women and Leadership
4	Heller, F.A., & Wilpert, B.	Competence and Power in Managerial Decision-Making: A Study of Senior Levels or Organizations in Eight Countries
4	Heller, T.	Women and Men as Leaders
3,4	Hennig, M. & Jardim, A.	The Managerial Woman
2	Hitler, A.	Mein Kampf
1	Hollander, E.P.	Leaders, Groups, and Influence
1	Hollander, E.P.	Leadership Dynamics: A Practical Guide to Effective Relationships
4	Holsten, R.W., ed.	Requirements for Leadership in the 1980's
1	Hung, J.G., ed.	Leadership: The Cutting Edge
2,5	Hyde, D.A.	Dedication & Leadership: Learning from the Communists
1	Jacobs, T.O.	Leadership & Exchange in Formal Organizations
2	Jennings, E.E.	An Anatomy of Leadership: Princes, Heroes & Supermen
3	Kanter, R.M.	Men & Women of the Corporation
3	Klapp, O.E.	Symbolic Leaders: Public Dramas & Public Men
2	Knowles, H.P., Saxberg, B.O.	Personality & Leadership Behavior
3	Lacouture, J.	The Demigods: Charismatic Leadership in Third World
2	L'Etang, H.	Pathology of Leadership
6	Levinson, H.	Executive
1,2,3	Lindzey, G., Aronson, E., eds.	Handbook of Social Psychology, Vol. 4, 205-273
1	Lippitt, G.L.	The Leader & Group Effectiveness
3,5	Loye, D.	The Leadership Passion
1	Maccoby, M.	The Leader: A New Face for American Management
3	McFarland, A.S.	Power & Leadership in Pluralist Systems
4	McGregor, D.	Leadership & Motivation
3	MacMunn, G.F.	Leadership Through the Ages
1	Machiavelli, N.	The Prince and the Discourses
1	Maier, N.R.F.	Problem Solving Discussions and Conferences
5	Mao, T-t	Basic Tactics
5	Mao, T-t	On Contradiction
1	March, J. G., ed.	Handbook of Organizations, Chapter 1
4	Marshall, J.	Women Managers: Travellers in a Male World

Topic	Author	Title
3	Meares, A.	How to be a Boss
2	Mullen, J.H.	Personality & Productivity in Management
4	Oates, J.F.	The Contradictions of Leadership
6	Peters, T.J., & Austin, N.	A Passion for Excellence
6	Peters, T.J., & Waterman, R.H.	In Search of Excellence
3	Richman, B.M. & Farmer, R.N.	Leadership, Goals, & Power in Higher Education
1	Rosen, N.A.	Leadership Change & Work-Group Dynamics
3,4	Rothberg, D.L.	Insecurity and Success in Organizational Life: Sources of Personal Motivation among Leaders and Managers
3	Rustow, D.A., comp.	Philosophies & Kings; Studies in Leadership
1	Sayles, L.R.	Leadership: What Effective Managers Really Do -- and How They Do It
3	Selvin, H.C.	The Effects of Leadership
5	Selsam, H., comp.	Dynamics of Social Change: A Reader in Marxist Social Science
4	Selznick, P.	Leadership in Administration
1	Shakespeare, W.	Othello
	Shaw, G.B.	Saint Joan
2	Smith, G. Kerry	In Search of Leaders
1	Stogdill, R.M., ed.	Handbook of Leadership, Part I
2		Parts IV and VII
3		Part II
3	Suleiman, E.N.	Politics, Power and Bureaucracy in France: The Administrative Elite
1	Tannenbaum, R.; Wechsler, I.R.; Massarik, F.	Leadership & Organization
	Tolstoy, L.N.	War and Peace
1	Verba, S.	Small Groups & Political Behavior
1	Vroom, V.H., & Yetton, P.W.	Leadership and Decision Making
1	Walker, D.E.	The Effective Administrator
4	Whitehead, T.N.	Leadership in a Free Society
3	Wijeyewardene, G., ed.	Leadership & Authority
2	Willner, A.R.	Charismatic Political Leadership: A Theory
3	Winiata, M.	The Changing Role of the Leader in Maori Society
1	Yukl, G.A.	Leadership in Organizations
2	Zaleznik, A.	Human Dilemmas of Leadership
4	Zaleznik, A. & Kets de Vries, M.F.R.	Power and the Corporate Mind

SEMINAR ON LEADERSHIP - Business 479, Winter 1985-86

This seminar examines organizational leadership through the lens of classical literature. It is intended primarily for students who have completed B379, but it may be taken by others with approval of the instructor. The seminar involves reading and discussing works of literature from the point of view of contemporary organizational leadership and its problems. The works are:

Leo Tolstoy, Anna Karenina (Norton Edition)
Henrik Ibsen, The Wild Duck (Norton Edition)
Stendhal, The Charterhouse of Parma (Signet Classic)
Jorge Luis Borges, A Personal Anthology (Grove Press, Evergreen Edition)
Henry James, The Ambassadors (Oxford Paperback Edition)

These specific editions have been ordered in the Stanford Book Store and are probably available elsewhere. Other editions are available in every case except Borges and differ only slightly in translation and typefact.

CLASS FORMAT - The class meets once a week (3:00-5:00 Wednesdays) to discuss the work currently being read. The schedule of discussions:

January 22	Anna Karenina, Book I
January 29	Anna Karenina, Book II
February 5	The Wild Duck
February 12	The Charterhouse of Parma, Ch. 1-13
February 19	The Charterhouse of Parma, Ch. 14-28
February 26	A Personal Anthology
March 5	The Ambassadors
March 12	Summary and review

CREDIT AND GRADES - The course is a four-unit course. It may be taken either for a grade or on a pass/fail basis. In either case, grades will be based on contributions to the discussion. These contributions may be in the form of presentations, comments, or occasional papers.

* * *

ISSUES IN LEADERSHIP - Business 479, 4 Units
Spring 1985-86, 5:15-7:05 p.m. Tuesday and Thursday

This course uses 20th century literature (drama, poetry, novels, and criticism) to examine some central issues of organizational leadership. The format is that of a discussion group, and enrollment is limited. Although the course has the same course number (Business 479) as the course "Seminar in Leadership" during the Winter Quarter, it is a different course and may be taken by students who have taken the previous one.

THE ISSUES: Although other topics will undoubtedly arise, the main emphasis of the course is on eight broad, and not entirely independent, issues:

VISIONS AND REALITY. Leadership is often described as involving the transformation of visions into reality. Thus, it implies an ability to live in at least two worlds--the world of imagination, fantasy, and dreams and the world of pragmatic action. The talent for seeing events, people, and situations in multiple "realities" simultaneously, to see the humor in tragedy and the pathos in comedy, to transform an ordinary organizational event into a phantasmagoria of impressions, sensations, delights, and outrages, while retaining consciousness of its commonplace representation, seems likely to be related to literary and poetic imagination in a way that might be relevant to understanding and improving leadership.

JUSTIFICATIONS FOR ACTION. Leadership is normally portrayed as an active role, involving decision making, decisiveness, and direction. The actions of leaders are most commonly justified in terms of their personal and organizational consequences. Leadership is seen as driven by personal ambition (for advancement) and organizational goals, linked to personal self-interest by artfully constructed incentive schemes. Leadership ideology emphasizes reason more than foolishness, strategy more than opportunism, thinking more than imitation. We ask whether this is an adequate description of leadership behavior or an adequate moral foundation for it.

ASYMMETRY IN INTERPERSONAL RELATIONS. Leadership presumes followership and asymmetry in relations. Most interpersonal relations are, in fact, asymmetric; yet many of our ideologies make asymmetry illegitimate. Thus, there is a stress in organizations between hierarchy and participation, between power and equality. Power is often said to corrupt the holder of it, to transform normally virtuous people into monsters. It is also said to condemn, to undermine the ordinary pleasures of authenticity in interpersonal relations. Leaders have power, some more than others. How do they use it? What are its limits? What are its costs? How does a person with little power function in a power-based institution? What are the moral dilemmas of power?

GENDER AND SEXUALITY. Leadership in contemporary western society has strong links to questions of sexual identity. Most leaders are men; the rhetoric of leadership is closely related to the rhetoric of masculinity; being a leader and being seen as having power are components of sexual appeal. These linkages suggest that changes in gender stereotypes with respect to leadership are affected by, and affect, the ways women and men are interpreted to have (or not have) distinctive styles, characters, positions, beliefs, or behaviors, as well as by our understandings of their relations. Long before they became important to the leadership literature, such issues were frequent themes in novels, plays and poetry.

SOPHISTICATION AND CLEVERNESS. The literature on leadership is conspicuously ambivalent about sophistication and cleverness. On the one hand, leaders are often portrayed as astute manipulators of resources and people, praised for their use of superior knowledge and adroitness. On the other hand, they are also often pictured as possessing a kind of elemental genius that permits them to overcome the fatuous sophistication of courtiers and go instinctively to the essential elements of a problem. On the one hand, they are often described as intelligently devious, secretive. On the other hand, they are often praised for the openness, the trust they extend to others. What is the place of innocence and ignorance in descriptions of, or prescripts for, leadership?

CONFLICT, CONTRADICTION, AND CONFUSION. Leadership is generally seen as a force for coherence. Thus, it is pictured as resolving conflicts, eliminating contradictions, and preventing confusions. Much leadership training emphasizes ways to bring conflicting groups together through persuasion, bargaining, and incentives; and to remove inconsistencies, ambiguities, and complexities through clear objectives and well-conceived plans. The persistence of conflict, contradiction, and confusion in organizations (and literature) suggests that the compulsion toward harmony, coherence, and control could be a misleading basis for understanding or improving leadership and life, as do some recent efforts to understand the role of conflict and ambiguity in change, development, and adaptation.

CULTURAL BASES OF THE ORGANIZATION OF LIFE. It is widely recognized that special features of western European history and culture are linked strongly to special features of western European conceptions of leadership and life. In particular, western conceptions of intentionality, individuality, and destiny are distinctively tied to western conceptions of organization, action, and virtue--and through them to western conceptions of leadership. We consider the possibilities for problems as such conceptions are carried into other cultures, and we ask whether notions of leadership found in other settings may have implications for understanding leadership in a western European context.

EVALUATING LEADERSHIP. The "bottom line" of leadership is a reputation for having done the job well, a consensus by history that this person was a good leader. The formation of that reputation involves accountants, stock analysts, newspaper reporters, academics, and school children. The process of social construction is of interest. How are reputations developed and maintained? Of even greater interest, perhaps, is the criteria for reputation. What are the aesthetics of leadership? What makes it beautiful or just? How can we provide evaluative meaning to the mundane features of organizational life?

It is possible that not all of these issues will be fully resolved by the end of the quarter.

THE READING

The following works will be read during the course. The reading averages about 130 pages per week. One of the works (Eliot) will be distributed in class. The others have been ordered at the Stanford bookstore. Most can also be found at other bookstores. They are all paperbacks, and the total cost is approximately $50.

Achebe, Chinua, Things Fall Apart, 160 pp. (Fawcett)
Churchill, Caryl, Softcops, 28 pp. (Methuen)
Doerr, Harriet, Stones for Ibarra, 214 pp. (Penguin)
Eliot, T.S., "The Love Song of J. Alfred Prufrock", 6 pp. (distributed)
Kawabata, Yasumari, The Sound of the Mountain, 223 pp. (Putnam)
Lewis, Janet, The Wife of Martin Guerre, 109 pp. (Swallow)
O'Neill, Eugene, The Iceman Cometh, 260 pp. (Vintage)
Rich, Adrienne, and Barbara Gelpi, eds., Adrienne Rich's Poetry, 202 pp. (Norton)
Sontag, Susan, Under the Sign of Saturn, 204 pp. (Random)
Soppard, Tom, The Real Thing, 81 pp. (Faber and Faber)

THE SCHEDULE

The course meets eleven times during the quarter (six Tuesdays and five Thursdays) from 5:15-7:05 p.m. The first meeting (Tuesday, April 1) will be held in 49 GSB. Subsequent meeting locations will be determined later. The schedule of meetings and the associated readings:

4/1	Tuesday	Introduction
4/3	Thursday	Achebe, Things Fall Apart
4/10	Thursday	Kawabata, The Sound of the Mountain
4/15	Tuesday	Doerr, Stones for Ibarra
4/24	Thursday	O'Neill, The Iceman Cometh
4/29	Tuesday	Churchill, Softcops
5/6	Tuesday	Sontag, Under the Sign of Saturn
5/15	Thursday	Lewis, The Wife of Martin Guerre
5/20	Tuesday	Stoppard, The Real Thing
5/27	Tuesday	Rich and Gelpi, Adrienne Rich's Poetry
5/29	Thursday	Eliot, "The Love Song of J. Alfred Prufrock"

Attendance is optional but important. One absence is allowed. Absences beyond that limit must be "made up" by writing a short (1500-2500 word) essay on the reading for the session that is missed.

THE GRADING

The course is offered on a mandatory pass/fail basis. Students are encouraged to provide brilliant, thoughtful, or intelligent commentary during the discussions, or outside them, to submit papers or other forms of written materials, and generally to stimulate the minds of the participants. Grades will be based on a judicious weighting of such contributions.

THE HOUSEKEEPING

The instructor can be reached by telephone at 723-2105, or at his office in 238 HHMB (usually) or 228 GSB (less frequently). Messages can be left with Ann Bush (223 GSB) or Julia Ball (239 GSB, 723-2105).

Appalachian State University, Boone, N. C. David McIntire

ADVANCED LEADERSHIP DEVELOPMENT - HPC 3533 Section 102(b)
Tuesdays/Thursdays 3:30

PURPOSE OF THE COURSE

Appalachian State University is committed to assisting student leaders with meeting their personal, educational, and professional objectives. A fundamental part of this is to provide students an opportunity to practice and develop their leadership capabilities. The University is committed to providing support and instruction to meet these objectives.

It is important to recognize that for student leaders to be successfully effective they must know the environment in which they work, accept their leadership responsibilities and meet their academic requirement. To meet these ends, a student leader must be provided positive support through clear organizational goals, proper understanding of the University community, an appreciation of personal needs, a basic understanding of leadership concepts, and the alleviation of unnecessary frustration through clearly defined organizational responsibilities.

This course is designed to address these issues. It combines the theoretical and the practicum in an effort to meet the student leaders' needs. The course is intended to address practical concepts of leadership and management while the practicum affords the student "hands on" experience under the supervision of their practicum instructor. It is a "partnership" approach designed to meet the student leaders' needs and, therefore, improve the organizations' effectiveness.

COURSE OBJECTIVES

A. To familiarize student leaders with the environment in which they will be working so that their time can be spent in the most productive and meaningful fashion.

B. To assist the student leader in gaining a thorough understanding of their organization's purpose and their responsibilities as a student leader. A leader must be provided the tools to maintain organizational stability.

C. To discuss and investigate the various skills, techniques and methods for effective organizational leadership. A student leader must learn to perfect the human relations, management and personal skills in order to raise the organization to new levels of activity and achievement.

D. To teach students to identify, effectively develop and use the fiscal, personnel and physical resources available to them, as well as how to recognize and deal with constraints and limitations facing their organization.

COURSE STRUCTURE

For a leadership course to be successful, it must bring together the theory of leadership and the reality of organizational operations. A failure to accomplish this has resulted in leadership programs which have not met student needs. In order to make the course relevant to student leaders and at the same time feasible to teach, the class will be comprised of two parts. The first is an ongoing in-class discussion and investigation of various topical concepts of leadership. The class will meet for two hours each week and a specified syllabus will be followed.

The second part of the course is an individualized practicum conducted one hour each week under the supervision of a professional staff member. The practicums will be individually designed to address the specific needs of the student and the organization(s) he supervises. The dualistic approach to the class is designed to bridge the gap between the leadership theory and organizational reality.

COURSE EVALUATION

1. **ATTENDANCE/PARTICIPATION** in class will be vital to a student's successful completion and understanding of this course. Class sessions will involve discussion, debate and lecture; along with the fact that there is no one textbook, attendance is required. Attendance and participation account for 20% of the grade.
2. **Examinations:** There will be a mid-term and final exam **each** accounting for 15% of the grade.
3. **Course Practicum:** The Practicum will be contracted between the student and instructor. It will account for 30% of the grade.
4. **Class Presentation:** Each student will submit a written paper and oral presentation on a specific leadership skill. This will account for 20% of the final grade.

COURSE TOPICS

The classroom instruction will consist of specific topics designed to address issues relevant to organizational leadership. In addition, each student leader will present a leadership skill topic to the class. Instruction materials will include a select bibliography, handouts and case studies analysis.

PRACTICUM CONTRACT, FALL 1985

Throughout the semester we will discuss the methods of setting goals and meeting them, with particular emphasis on staff development. We have determined that our task involves **six steps** and will, therefore, follow these stages until we have reached our final goal.

First, we will develop a method of assessing where the organization is so that we may determine where we need to go. We will learn to assess ourselves on the **individual, section, editorial and organizational levels.** Furthermore, this assessment will become a continuous process to provide a basis of evaluation throughout the year.

Upon determining where we are, we will define our goals and direction based on what we hope to accomplish. We will ask and answer the questions, what are we aiming for? And where do we go from here?

After setting goals we will find methods to turn them into reality. We will set a specific course of action which we see as a plausible way of reaching our destination.

For the purposes of this practicum, we will focus on one specific goal, staff development. Based upon our initial assessments, we have determined this goal to be especially important at this time. In the past there have been problems concerning staff unity and training, and we hope to begin to correct them.

After setting this specific goal, we will find the means of meeting it. Some possibilities include individual meetings, staff meetings, workshops, social events and the use of motivational and educational techniques and materials.

When these five steps have been completed, we will evaluate our success or failure. Have we met our intended/desired outcomes? Where have we succeeded or failed and why? How could we improve upon the entire process to make it work better a second time?

PRACTICUM OVERVIEW

PURPOSE: The practicum is designed to integrate theories of leadership to specific organizational objectives, thereby allowing the student leader opportunities to develop skills in human relations and organizational development.

OBJECTIVES: (1) To develop a clear understanding of the purpose, role, and scope of the organization; (2) to analyze the organization's structure and operations while defining the leader's role in the group; (3) to conduct an evaluation of the organization, identifying the strengths and weaknesses of the personnel and the organization; (4) to discuss strategies for change within the organization and assist the leader in dealing with problem areas; (5) to assist the leader in developing leadership skills through situational analysis and application of classroom theories; (6) to assist the leader in developing a practicum project designed to address specific need(s) within the organization while further developing the leader's skills and effectiveness.

GENERAL WEEKLY MEETING SCHEDULE

Date	Topic	Facilitator
8/27	Introduction, Overview, and Expectations	McCaskey
8/29	Leadership Skills: Communication, Delegation, Motivation, Listening	McIntire
9/3	Environmental Overview	Knight
9/5	Dynamics of Leadership	Feid
9/10	Strategic Planning for Organizational Effectiveness	Pulley
9/12	Quality Circles Discussion	McIntire
9/17	Conducting Effective Meetings	DiBernardi
9/19	Motivation of Members & Delegation of Responsibility	Robertson
9/24	Decision-Making Strategies	McIntire
9/26	Establishing Goals and Objectives	McCaskey
10/1	Individual/Organizational Time	Snead
10/3	Refining Organizational Goals	McCaskey
10/8	Managing and Resolving Conflicts Between Groups	McIntire
10/10	**MID-TERM EXAMINATION**	McIntire/McCaskey
10/15	Organizational Budgeting	Feid
10/17	Skill Topic Presentations Cliff Fairley; Jeff Woodard; Seth Lawless	McIntire/McCaskey
10/22	Management by Objectives	McCaskey
10/29	Communication and Group Roles	McIntire
10/31	Quality Circle Discussion	McIntire
11/5	Assessing Constraints: Stress Management & Assertiveness Training (4:00 pm)	Atkins
11/7	Assessing Constraints	McCaskey
11/12	Skill Topic Presentations Bill Cannell; Tammy Yarboro; Kristen Kopren	McIntire/McCaskey
11/14	Job Role Orientation	McCaskey
11/19	Oral Presentation Skills and Techniques	McIntire
11/21	Leadership from the "Catbird Seat"	Thomas
11/26	Skill Topic Presentations James Epperson; Valerie Chandler; Cassie Neer	McIntire/McCaskey
12/3	Skill Topic Presentations Kecia Braswell; Vickie Reeves	McIntire/McCaskey
12/6	ASU Board of Trustees (half of class to committee meetings; half to full Board Meeting)	Thomas/McIntire
12/10	Utilization of Resources	McCaskey
12/17	**Comprehensive Final Examination (1:00-3:00)**	McIntire/McCaskey

PRACTICUM SYLLABUS

The Practicum sessions are conducted weekly for a period of one hour each. A typical semesterly syllabus based on fifteen individual meetings is as follows:

SESSION 1: Overview and explanation of the practicum.

SESSIONS 2-6:
a. Discussion of the role and purpose of the organization.
b. Discussion and review of the organizational structure, authority lines and operations.
c. On-going evaluation of the organization, personnel and general effectiveness in meeting its defined purpose.
d. Discussion of a potential project which is normally an outgrowth of the organizational evaluation.

SESSIONS 7-11:
a. Solidify a practicum project and establish an on-going evaluation/status review of the project.
b. Continue to analyze organizational problems and issues the leader must address.
c. Develop a strategy for organizational development, and change.
d. Continue to assess the leader's strengths and weaknesses and assist him/her in refining these skills.
e. Promote program planning as applicable.

SESSIONS 12-15:
a. Address the leader's role in developing continuity and planning for transition in leadership.
b. Evaluate the progress or development that has occurred in the organization and leader.
c. Evaluate the project and practicum.
d. Identify areas or needs of the organization which the leader can continue to address.

Metropolitan State College - Denver, Colorado
Department of Nursing and Health Care Management

Mary Harper Miller

NUR 355 LEADERSHIP

COURSE DESCRIPTION

A course designed to foster the development of leadership roles of the nurse in working with individuals, families, groups, and communities striving for high-level wellness. The leadership role also extends to professional and paraprofessionals in health care settings. Leadership roles are examined through the theoretical formulations of perception, communication, adaptation, systems, decision and role. Emphasis is placed on leadership theory, role theory, group dynamics, decision theory, change process and communications. Consideration is given to the influence of the bio-psycho-socio-cultural components.

PREREQUISITES

NUR 311, NUR 321, and NUR 351 or taken concurrently.

TEXTBOOKS

Lancaster, J. and W. Lancaster, eds., The Nurse as a Change Agent, St. Louis: C.V. Mosby Company, 1982.

Booten, D., Hayman, L., and Naylor, M., Leadership for Change: A Guide for the Frustrated Nurse, Philadelphia: J.B. Lippincott, 1978.

COURSE OBJECTIVES

Recognizes that the leadership role is influenced by the biological, psychological, sociological, and cultural background of all members of a group. Describes leadership theories used when working with individuals, families, groups, and communities in achieving high-level wellness. Displays knowledge of role theory in utilizing the nursing process. Demonstrates a knowledge of decision theory used in making discriminatory judgements. Describes the leadership role of collaborator in working with individuals, families, groups, and communities in achieving high-level wellness. Understands concepts of group dynamics in collaborating with clients and members of the interdisciplinary health team. Describes the leadership role of resource person in working with individuals, families, groups, and communities in achieving high-level wellness. Describes how perception, communication, adaptation and roles of the nurse, the client, and co-workers are interrelated in the process of change. Develops strategies for implementing change. Describes the leadership role of teacher in working with individuals, families, groups, and communities in achieving high-level wellness. Describes role of the nurse in systematically resolving leadership problems in health care settings. Identifies, through self-examination, the need for development of leadership roles.

COURSE REQUIREMENTS

Regular class attendance; Participation in class discussion; Examinations; Development of a proposal for change

COURSE EVALUATION

Grading will be by contract. The standards are as follows:

A = all of B and C, completion of 2 examinations
B = all of C, completion of one of the following: - proposal for change - mid-term and final examinations - other agreed upon project
C = regular class attendance. Five absences are considered excessive. Active participation in discussion and activities.
F = failure to meet the standards of grades A, B, or C.

Note: The quality of performance on the project and on the examinations must be deemed Satisfactory by the instructor in order to earn the grade for which the student is contracting. See the Guidelines for Writing the Mid-term and Final Examinations and Characteristics of Satisfactory/Unsatisfactory Examinations. If the student's work is unsatisfactory for the grade for which the student has contracted, the grade will be lowered according to the above grade requirements. The instructor will issue the grade that represents the quantity and quality of the student's work in the course.

The grade will be lowered for excessive absences. Five absences are considered excessive.

LATE PENALTY: All work is due as scheduled. If your work will be late, please notify the instructor. A late penalty may be assessed.

DEPARTMENT POLICY: EXAMINATIONS: All examinations are to be taken as scheduled. The student is responsible for contacting the instructor prior to the scheduled examination if there are extenuating circumstances. Determination of whether a make-up examination will be offered will be left to the discretion of the faculty. If make-up is offered, criteria will determined by the faculty.

COLLEGE/DEPARTMENT POLICY - NC NOTATION

1. During the first 12 days of the 15 week semester, students will continue to register, add/drop and withdraw under the present plan.

2. Following the 12th day of the 15 week semester and through the end of the 4th week of classes, students will be allowed to withdraw or drop a class with a grade notation of "NC" by completing a request card, signing the card and processing that request in the Office of Admissions and Records. During the first four weeks of each 15 week semester, any action will only require the student's signature.

3. Following this first four-week period and until the end of the 14th week (the deadline to request NC/Withdrawal), the student will need to obtain a faculty signature before the NC/Withdrawal can be processed. During the 5th and 14th week, the faculty have the right to deny a request for NC/Withdrawal; however, in accordance with the stated NC policy, the student can still establish a record of last date of attendance by returning the request form to the Office of Admissions and Records for filing. This would not be computer recorded.

4. Under no circumstances can a request be processed following the end of the 14th week of a 15 week semester (see college bulletin - Grades/Notations for additional information).

5. During the first 14 weeks of a 15 week semester, a faculty member may submit a "drop with NC notation" form without the student's consent. In accordance with the NC policy (see bulletin), a faculty member's written policy must specify the conditions under which the NC will be given without the student's consent.

BEHAVIORAL OBJECTIVES

By the end of the semester, the student will, verbally or in writing;

1. discuss the interrelatedness of the following components of leadership behavior as discussed in class: (a) role; (b) communication; (c) group process; (d) decision; (e) change.

2. critique current nursing leadership on the local, state and national level as discussed in class.
3. analyze the commonalities and differences among the leadership definitions as stated by: (a) Yura; (b) Merton; (c) Claus and Bailey; (d) Hagen and Wolff; (e) Fiedler; (f) MSC.
4. formulate your own definition of nursing leadership.
5. distinguish between nursing leadership and nursing management as described in class.
6. describe how the historical evolution of leadership theory has influenced current perceptions of nursing leadership as discussed in class.
7. differentiate among the following approaches to leadership theory as described by Lancaster: (a) trait; (b) behavioral; (c) situational.
8. identify the three variables present in all situational leadership theory as described by Lancaster.
9. identify, using the Blake and Mouton Managerial Grid, your own nursing leadership style.
10. apply the following to a self-selected nursing leadership situation: (a) Blake and Mouton's Managerial Grid; (b) Fiedler's contingency model; (c) Claus-Bailey Leadership model; (d) Hersey and Blanchard's Situational model.
11. analyze each of the following leadership styles and their application to the nursing situation as discussed in class: (a) autocratic; (b) democratic; (c) laissez faire.
12. discuss how Bennis' leadership competencies impact nursing leadership.
13. assess the influence of the biological, psychological, sociological and cultural components on all participants in a nursing leadership situation as discussed in class.
14. assess how the nurse leader's bio-psycho-social and cultural perception of herself affects her ability to establish a therapeutic relationship as discussed in class.
15. evaluate for each how the following qualities of a nurse leader affects the leader-follower relationship as discussed in class: (a) communication skills; (b) perception; (c) motivation.
16. illustrate how the following MSC nursing leadership roles relate to leadership theory: (a) change agent; (b) teacher; (c) collaborator; (d) resource person.
17. compare and contrast classical design theory and contingency design theory as discussed by Lancaster.
18. analyze the organizational structure of a health care organization using classical design theory and/or contingency design theory.
19. formulate a definition for the terms change and change agent from the definitions given in class and in Lancaster.
20. apply Greiner's classification of organizational approaches to change to a nursing leadership situation.
21. identify the two most successful approaches to change according to Greiner.
22. describe the following conditions associated with a given variable as discussed in class for: (a) successful change effort; (b) unsuccessful change effort.
23. discuss Hersey and Blanchard's four basic levels of change.
24. assess three common sources of resistance to change in a nursing leadership situation as discussed in Lancaster.
25. state at least four strategies for reducing resistance to change in a nursing leadership situation as discussed in class.
26. discuss the four ecological principles affecting change according to Lancaster.

27. describe the three steps in Lewin's model for change.
28. diagram Lewin's field force theory and explain how it operates.
29. illustrate in the proposal for change how Lewin's field force theory can be used to assess the extent and nature of interest in change according to Brooten.
30. illustrate in the proposal for change how one of the following models can be used to assess motivation for change according to Brooten: (a) Maslow's hierarchy of needs theory; (b) Herberg's 2-factor theory.
31. assess in the proposal for change the environment using Schaller and Libaw's twelve characteristics of openness to change.
32. specify in the proposal for change how contributions from Brooten's support groups can facilitate change.
33. formulate in the proposal for change short term and long term goals for change according to Brooten.
34. determine and secure in the proposal for change the sources of power that will positively affect the group's ability to accomplish change according to Brooten.
35. specify in the proposal for change the following according to Brooten: (a) strategies for dealing with resistance to change; (b) strategies for implementing change.
36. illustrate in the proposal for change how the following MSC leadership roles apply to implement change: (a) change agent; (b) teacher; (c) collaborator; (d) resource person.
37. generate in the proposal for change an evaluation plan for change according to Brooten.
38. specify in the proposal for change how the change will be stabilized according to Brooten.
39. discuss MSC Department of Nursing's definition of decision making.
40. identify the six elements common to all decisions as discussed in class.
41. compare and contrast the normative and descriptive models of decision making presented by Lancaster.
42. illustrate the application of Lancaster's decision making stages to a nursing problem.
43. identify the one component necessary for a rational decision according to Simon.
44. list the three characteristics of a rational decision maker according to Simon.
45. distinguish between a satisfactory solution and an optimum solution to a nursing problem according to Simon.
46. apply Lancaster's classification of the problem and the decision itself to a nursing situation.
47. determine, in a given nursing leadership situation, whether individual or group decision making is preferable as discussed in class.
48. apply factor identification and weighting in decision making to a nursing situation as discussed in class.
49. apply each of the following to a nursing situation as discussed in class: (a) PERT network; (b) decision tree.
50. apply the Claus-Bailey decision model to a given nursing situation.
51. analyze a given decision making process in a nursing situation according to the Vroom and Yetton model.
52. compare and contrast any self-selected decision making model to the nursing process model.

53. illustrate how the following MSC leadership roles relate to decision theory: (a) change agent; (b) teacher; (c) collaborator; (d) resource person.
54. compare and contrast the definitions of group as proposed by: (a) Merrill; (b) Berelson and Steiner; (c) Shaw.
55. describe the two group structure boundaries according to Berne.
56. describe how a nurse would pass across the external and major internal boundaries in a health care setting according to Berne.
57. relate Berne's three forces that affect group survival to a health care setting.
58. describe how the following characteristics of groups affect group functioning according to Dishiff: (a) group structure; (b) communication; (c) norms; (d) cohesion; (e) deviance.
59. differentiate among the task functions (group building roles), maintenance functions (group maintenance roles) and self-oriented (group blocking) roles as described by Benne and Sheats (Lancaster and LaMonica).
60. identify the optimum size of a problem solving group according to Bonner.
61. identify the leader approach that stimulates the most participation in a group as discussed in class.
62. describe how individual perceptions affect group goal achievement in a given situation as discussed in class.
63. apply Schein's (LaMonica) six manners (ways) of decision making to a nursing leadership situation.
64. describe five ways in which groups deal with conflict according to Ewbank.
65. describe the developmental states of group process as discussed in class.
66. identify the three characteristics of effective work groups according to Nadler.
67. identify the three intermediate criteria in adapting groups to maximize effectiveness according to Nadler.
68. discuss how each of the key features in the design of work groups impact the intermediate criteria in adapting groups to maximize effectiveness according to Nadler.
69. discuss how the environmental context in which a group operates impact the intermediate criteria in adapting groups to maximize effectiveness according to Nadler.
70. discuss how the interpersonal processes within a group impacts the intermediate criteria in adapting groups to maximize effectiveness according to Nadler.
71. identify three advantages and three disadvantages of groups as discussed in class.
72. illustrate how the following MSC leadership roles relate to group theory: (a) change agent; (b) teacher; (c) collaborator; (d) resource person.
73. compare and contrast Scott's and MSC Department of Nursing's definitions of role.
74. describe at least three social systems in the nurse's role network in using the nursing process as discussed in class.
75. provide an example of the application of the five phases in the process of role making according to Conway to a nursing leadership situation.
76. apply Love's model of role change to the internalization of the following MSC Department of Nursing's leadership roles in using the nursing process: (a) change agent; (b) teacher; (c) collaborator; (d) resource person.

77. examine how the nurse's behavior is affected by the process of socialization according to Riggin.
78. examine at least three factors that influence the nurse's role performance in a nursing leadership situation as discussed in class.
79. provide a nursing example of role conflict and resolution.
80. provide an example of Hardy's role stress and role strain in the nursing situation.
81. examine strategies that reduce role stress and role strain according to Riggin and as discussed in class.
82. develop role negotiation skills as discussed/practiced in class.
83. compare and contrast the following models of communication: (a) systems theory view; (b) questioning approach; (c) human relations; (d) composite.
84. describe the importance of trust, respect and empathy in creating the climate for communcation according to Lancaster.
85. apply Lancaster's strategies for avoiding defensive communication to a nursing leadership situation.
86. apply Lancaster's strategies for responding to defensive communication to a nursing leadership situation.
87. critique the adequacy of upward, downward and horizontal communication in a health care system.
88. specify ways that the nurse leader can impact organizational communication and direct client communication by addressing: (a) upward communication; (b) downward communication; (c) horizontal communication; (d) formal communication channels; (e) informal communication channels.
89. discuss the advantages and disadvantages of autocratic and democratic patterns of communication that are associated with the organization's structure as discussed in class and by Lancaster.
90. describe the application of the following communication modes according to Lancaster: (a) collaboration; (b) conflict management; (c) confrontation.
91. analyze the impact of each of the following on the perception of the nurse as a leader as discussed in class: (a) facial expression; (b) eye contact; (c) personal space; (d) touch; (e) silence; (f) dress.
92. apply Lancaster's techniques of persuasion and inducing resistance to persuasion to a nursing leadership situation.
93. illustrate how the following MSC nursing leadership roles relate to communication theory: (a) change agent; (b) teacher; (c) collaborator; (d) resource person.
94. analyze the following through self-examination: (a) skill as a nurse leader; (b) ability to adapt roles; (c) communcation skill; (d) ability to work with groups; (e) decision making ability; (f) ability to effect change; (g) internalization of MSC leadership roles.

Canisius College, Buffalo, New York Thomas E. Miller

LIFELONG LEARNING (202): INTRODUCTION TO LEADERSHIP AND GROUP PROCESS

RATIONALE

This course is intended for those who currently serve in some leadership capacity on campus, for those who aspire to positions of leadership and for those who wish to learn more about the principles of leadership and their applications. The intended outcomes of the course are to:

a. Help students to understand and apply the principles of leadership.
b. Enable students to identify and develop their leadership abilities and styles and to help them to know how and when to effectively use them.
c. Provide students with an understanding of group dynamics and their applications in the College environment and elsewhere.
d. Give students experiences in areas related to leadership development, helping them to understand the applications of leadership theories and principles.

COURSE OUTLINE

Week	Subject Covered
1	Goals, Expectations; Organizational Theory: How Organizations Work, Role Leadership Plays in an Organization's Effectiveness
2	Group Process and Roles of Leaders
3	Goal Setting and Planning
4	Time Management: How a Leader Uses Time, **Exercise**--Scheduling/Programming
5	Interpersonal Management Styles: Myers-Briggs Personality Inventory; Effective Listening; **Exam**
6	Leadership Styles and Their Impacts: How Different Styles Affect Different Types of Group Tasks; Assertiveness Principles
7	Supervision; Authority, Power, Influence
8	Delegation of Authority: Effectively Sharing Responsibility, When Should a Leader Delegate Authority, **Exercise**--Delegation of Campus Workload Exercise
9	Decision-Making (Personal & Group): Decision-Making Styles and How They Work in Different Settings
10	Motivation Skills and Techniques: Theories of Motivation, Motivation Techniques **Exam**
11	Ethics in Leadership
12	Communication Skills; Public Speaking
13	Budget Organization: Design and Analysis
14	Parliamentary Procedures; Creativity: Usefulness in Problem-Solving, Decision-Making; Organizing a Committee for Group Thinking
15	Review **FINAL EXAM**

COURSE REQUIREMENTS

A. Graded Requirements:	Percentage of Final Grade
Exams (2)	30%
Final Exam	30%
Class Presentation	10%
Topical Paper	15%
Class Participation	15%

B. Ungraded Requirements - Class attendance (more than 3 absences will result in a lowered grade).

Northwestern University - Evanston, Illinois Robert Neuschel
J.L. Kellogg School of Management
Notes For Leadership Course - Spring 1986

PURPOSE OF COURSE

To open up the minds of students to the importance of leadership in the success of an organization, i.e., the great difference that inspired leadership and effective management can make. To stimulate students' thinking about the anatomy of managing and leading. To become more alert to what constitutes effective leadership--what makes for inadequate leadership. To examine more critically the apparent characteristics of quality leadership. To give serious thought to the shaping of their own future leadership style and qualities.

STUDENT QUALIFICATIONS

No course requisites. Rather, major prerequisites are: A keen interest in exploring the subject of leadership, a willingness to actively participate in class dialogue and really enjoy and thrive on intellectual wrestling.

COURSE CONTENT

Following are several suggested subject/issues that likely would be included in the spring 1986 Kellogg course on leadership.

1. LEADERSHIP AND ETHICS: What role should ethics play in leadership? Should there be some set of values and morality on which leadership would be grounded? How would the ethics be meaningfully described? Who should determine ethical standards?

2. THE NATURE OF MANAGER'S WORK: What comprises the manager's workload? Is the orientation primarily planning ahead or reactive? What is the nature of inter-relations among peers, subordinates, and superiors? What constitutes managerial success?

3. LEADERSHIP AND FOLLOWERSHIP: Leaders are also followers. Everyone reports to some higher leader or authority. What is the relationship between followership and leadership? How does one's role as a follower affect his leadership? What effect does the way a leader in turn follows have on subordinates?

4. LEADERSHIP AND DELEGATION: What are the problems and obstacles to effective delegation of responsibility and decision making? Why is delegation often one of a leader's most difficult tasks and too often done poorly? What are the barriers to achieving responsible delegation? What are the risks and rewards of authority delegation?

5. SELF-MANAGEMENT BY THE LEADER: The leader is the organization's most precious asset thus must manage his time, talents, and emotions superbly; the way the leader manages himself is highly visible and sets an example for his followers. Also the leader is always under stress and pressure thus it is important to his own well being to maintain an inner calm under fire.

6. LEADERSHIP AND COMMUNICATION: As Disraeli said, "Men command by word." The leader must have high skills in speaking and writing. The end purpose of speaking or writing is to be understood and hopefully gain a beneficial response. It has been said that leadership is communication in action. However the other half of communication is to first understand. We are understood because first we understand. In brief, listen intently so we can speak more clearly.

7. THE CONCEPT OF THE SERVANT LEADER: This suggests that as the shepherd watches over and protects his flock so does the leader care for his people. The concept of the servant leader is an attitude and process of management that helps followers to grow, to gain, experience fulfillment and in the process become capable of producing more. It is a type of leadership under which followers grow as opposed to being "used up." It calls for more unselfishness than selfishness.

8. LEADERSHIP AND STRATEGY: What role does the leader play in setting the long term direction of the organization? What is the need and how does the leader go about the planning and implementation of the organization's strategy? The leader must be concerned about what should the organization become and how should it get there?

9. DEVELOPING NEW LEADERSHIP: How does the leader ensure that the organization is developing adequate leadership at all levels? What about the leader's responsibility in succession planning? Many fine leaders have done this inadequately, such as, C.R. Smith (American), Pat Patterson (United) and Alexander (Macedonia).

10. IMPORTANT CHARACTERISTICS/QUALITIES OF LEADERS: Much has been written about common characteristics of successful leaders such as integrity, trust, fairness, tolerance, pursuit of quality performance, constancy, toughness, good humor, to name a few. It has also been said by students of management that character and personality are more critical determinants of leadership than sheer intelligence. Does that sound realistic? Other scholars believe that possession of these desirable traits is not necessarily a predictor of effective leadership.

11. EXPLORING STRENGTH AND WEAKNESS WE HAVE OBSERVED IN LEADERS: Students would explore their own background experience to cite illustrations of what they thought were examples of effective and ineffective leadership. We would also explore together some well known leaders to dissect their leadership performance and styles. One important purpose of such explorations is to extract lessons on leadership that might be of value to us as we shape our own leadership style and approaches.

12. MANAGERS AND LEADERS: Are they the same? Zaleznik of Harvard believes that they indeed are different. He says that "Leaders in contrast with managers were oriented more toward ideas than toward structures and more toward values and vision than to the operating tasks of business." If they are different, what kind of balance should ideally be achieved between being a manager and a leader? Perhaps no one is either one or the other; that in effect we are talking about managerial/leadership. Then does it follow that some tasks require more manager than leader while others may call for more leader than manager?

VISITS BY OUTSIDE EXECUTIVE LEADERS

We will call upon two or three outside leaders to join us in a class both to speak and "rap" about leadership. Below is a suggested list we might choose from:

Richard Ferris - Chairman, UAL, Inc. - Leads the largest airline in the free world. Director of many corporations and currently chairman of the Business Advisory Committee for the Northwestern University Transportation Center.

Hays Watkins - Chairman, CSX - Master minded a few years ago the largest U.S. railroad merger and then acquired Texas Gas Transmission Corporation. Prior to Mr. Ferris, he was chairman of the Business Advisory Committee for the Northwestern University Transportation Center.

Robert Malott - Chairman, FMC Corporation - Considered one of the toughest U.S. business leaders. Member of Kellogg Advisory Committee and director of many corporations.

Leo F. Mullin - Currently Executive Vice-President of First Chicago Corporation and formerly a partner of McKinsey & Company. An MBA from Harvard who at age 40 has had a meteoric rise in the business world.

Peter Wilmott - Chairman and CEO of Carson Pirie Scott & Company here in Chicago. He has been brought in to lead Carson's to overtake number 1 Marshall Field. Peter was formerly president and a founder of Federal Express.

Frank Pace - Former Secretary of the Army, Director of U.S. Office of Management and Budget, Chairman General Dynamics Corporation and Counselor to 5 past U.S. Presidents. He is currently Chairman of the International Executive Service Corporations and a tough leader on the subject of managerial leadership.

SUGGESTED BIBLIOGRAPHY FOR FURTHER READING ON THE SUBJECT OF LEADERSHIP

The collected dialogues of Plato, particularly The Republic
Aristotle's Nichomachean Ethics
The Plague by Albert Camus
Typhoon by Joseph Conrad
Fundamental Principles of the Metaphysics of Morals by Immanuel Kant
Leadership: Where Else Can We Go? by McCall and Lombardo
A Theory of Leadership Effectiveness McGraw-Hill, 1967
The Uncertain Future of the Leadership Concept: An Overview. Paper presented at the Southern Illinois Leadership Conference, Carbondale, Illinois, 1975
Managing: A Contemporary Introduction by Joe Massie and John Douglas
The Nature of Managerial Work by Henry Mintzberg
Decline and Fall of the Auto Industry by Yates
Mind the Store by Stanley Marcus
The Art of Japanese Management by Athos
Leadership by James MacGregor Burns

Pace University, Pleasantville, New York Grace Lamacchia Paris

LEADERSHIP DEVELOPMENT PROGRAM

UPPER-DIVISION, CO-CURRICULAR PROGRAM BEGINNING SEPTEMBER

Pace University has received funding for an innovative and exciting program, the LEADERSHIP DEVELOPMENT PROGRAM. It is a two-year, upper-division program that is co-curricular and is open to twenty Pace University students who currently are sophomores. All qualified sophomore students from the three campus centers as well as from all divisions and departments, including those already in special programs, are encouraged to apply. Program activities begin in the Fall semester. While in the program, students must maintain full-time matriculated status in their regular courses of study. All expenses associated with the Leadership Development Program will be borne by the University, and partial tuition scholarships will be granted to successful candidates who demonstrate financial need in order to participate in the program.

ENRICHMENT PROGRAM PROVIDING OPPORTUNITIES FOR BROADENING AND GROWTH

The Leadership Development Program is an enrichment program designed to build self-confidence and develop some ideal leadership skills and attitudes applicable to various spheres of activity including community, business, and education. It is not an Honors Program.

This program will provide students who have demonstrated leadership potential with a variety of opportunities for broadening and growth. Activities will include cultural enrichment experiences; academic work in written and oral communication; development of interpersonal skills; interdisciplinary seminars; workshops; meetings with recognized leaders from various fields; mentor relationships; and formal retreats. When possible and with the guidance of the Program Director, students will fulfill elective degree requirements by choosing courses which are supportive of the nature of the program.

PROGRAM ACTIVITIES AND COMMITMENT

Students will be required to devote one day a week during junior year and one afternoon per month during senior year to the program activities. In addition, a cooperative education project either during senior year or the preceding summer will be designed for each student. Although the various activities are scheduled for weekdays, occasionally some evenings or a weekend will be utilized. All applicants, therefore, in addition to leadership potential will be expected to demonstrate a high level of program commitment.

APPLICATION REQUIREMENTS

1. Junior-Class status by the start of the program.
2. Academic Achievement.
3. Full-time matriculated status.
4. Completion of Application Form.
5. Completion of Financial Aid Form.
6. Submission of transcript of student record (Student Copy).
7. Submission of an essay about 500 words in length outlining personal and professional goals and explaining any participation or involvement in university and/or community activities (see Application Form).
8. Submission of letter(s) of recommendation - academic or professional, testifying to leadership potential.
9. Demonstration of leadership potential, some indicators being intellectual ability; effective communication skills; assertiveness and confidence; ability to influence people and events; high energy level; and honesty and integrity.
10. Interview(s).

APPLICATION PROCEDURE

Application packets are available in the Office of the Academic Dean in every school as well as in the Office of the Dean of Students on every campus. Except for letters of recommendation which should be mailed by references, all application materials should be sent in one envelope to the Program Director. An applicant who satisfactorily meets the first nine application requirements will be invited to one or more interviews with members of the Selection Committee. After review of the application materials, the Selection Committee will notify the applicant of acceptance or rejection by April 20th. Please note that admission to the program is not automatically insured by meeting the first nine requirements; since only a limited number of students can be accepted into the program each year, applications will be processed competitively. Submission date for all application materials is March 8th.

Duke University, Durham, North Carolina

Bruce L. Payne
John G. Ott

THE LEADERSHIP PROGRAM AT DUKE

COURSES

The Leadership Program is part of the Institute of Policy Sciences and Public Affairs, an undergraduate major at Duke. Students who take courses as part of the program receive Public Policy credit. About one-half of the seventy two students who enrolled in the introductory course last semester were Policy majors; the other thirty five or so came from almost every other department in the University, from Engineering to Art History.

The introductory course, "Leadership, Policy, and Change," focuses on the lives and experiences of significant leaders, better ones and worse. The syllabus includes the stories of Saul and King David from the Old Testament; two of the Platonic dialogues; Sophocles' story of Antigone; and readings from a variety of other disciplines, including psychology, history, literature, and the best of the corporate management and leadership material. We also use selected biographies, including Erikson's biography of Gandhi, Oates biography of King, and Caro's biography of Robert Moses. We ask questions about what leaders and followers do, how they succeed and fail. We emphasize ethics; we probe individuals' dilemmas of competing responsibilities--to themselves, their families, their values and vision; and we pursue larger questions of conflicting values and conceptions of leadership in a democratic society.

In addition to the twice-a-week large group meetings, the class also meets weekly in small group discussion sections. Each of the six sections has about twelve students. During this time, students have an opportunity to pursue the class readings in more detail.

The small group sections also explore issues of group process. We began the first semester, for example, with the now infamous tinker-toy exercise. For this exercise each small group section was divided up into two groups of roughly the same size--about six students each. The groups were given two boxes of tinker toys and told they had thirty minutes to plan how to build the highest tinker toy tower possible. At the end of the thirty minutes, they then had two minutes to build the tower they had planned. When the two minutes had passed--and the towers had stood or fallen--the section leaders led a conversation exploring what happened in each group. A myriad of issues surfaced from this exercise--issues of risk (every tower that stood could have supported at least one more tinker toy stick), of the roles that various individuals played in the group, of interactions between men and women in the groups, and so forth.

A tutorial is offered to the teaching assistants, who include the section leaders and a few others involved in planning the course, or preparing for speakers, or helping to design and evaluate projects. All of these students will have taken the leadership course in a previous year. The tutorial will meet weekly (over breakfast) for discussions of problems and issues in the program, and students in it will also be expected to complete an individually designed program of readings and papers.

Students who continue in the program may organize house courses and independent studies to prepare them for their internships and leadership projects. Professor Ott also teaches a seminar, "Leadership and Judgment," that explores particular questions about leadership, questions about power and community and empathy. In additional to the weekly meetings, students involve themselves in leadership projects either in Durham or the Duke community, and participate in several experiential exercises during the semester.

LEADERSHIP PROJECTS

A fundamental tenet of the Duke program is that leadership requires an active process of action and reflection. While the readings provide one framework for reflection, the leadership projects provide one opportunity for action. Students enrolled in program courses are expected to identify a situation requiring leadership, and to play some role in providing it. This does not mean that every student must lead a project. Some of the best leadership projects require students to be followers. But even in those projects, the student must have a relationship with a leader, and be in a position to evaluate that leader's performance. As part of their leadership project, students this year were required to meet with a "project advisor" at least twice during the semester, for an hour each session. During these meetings, the student and the advisor explored particular strategic questions about the project: how to increase attendance at meetings, for example, or how to develop a more effective fundraising plan, or what to do when a meeting ends in "disaster." Many of these conversations also explored more personal questions about talents and fears, strengths and weaknesses.

Examples of leadership projects this year were as varied as the student in the program. They included the Duke-Africa Initiative, a project created by four leadership students and a graduate student that will sponsor some ten to twelve students to do relief work in one of the famine-stricken countries in Africa. The students will work in various relief efforts there for two months this summer. One student direct Vox Humana, a Duke Chorale group. Two other worked for the North Carolina Independent, a small progressive newspaper in Durham, doing some research for several stories and also analyzing the paper's leadership structure. The editors used the students' evaluations to lead a discussion among the staff about ways they might improve decision-making within the paper. Still other students organized a year-long symposium, called "Connections," to increase campus discussion of apartheid and the University's relationship to it. A student worked with Humans for Habitat, an organization of local churches and other groups that works to build low cost housing for poor families in Durham. Another worked for the Private Industry Council helping to administer a program to provide job training to poor high school students. Two students organized alternative papers, one offering a forum for more conservative students on campus, and one offering a forum for students left of the Duke mainstream. The list goes on and on.

INTERNSHIPS*

The staff encourages students to work during the summer as interns for people who are leaders, and in situations where their own skills and abilities might be well tested. In order to make these possible, the staff is identifying individuals in busines, government, non-profit and international organizations, and elsewhere who our students might profit from working for in some capacity.

We are particularly eager for students to work with decision-makers who are intensely involved in some of the more intractable problems of our society and world--with environmental deterioration, with population control, with attempts to avert famine or war, and with people who are sick, poor, or old. Jobs with hard--pressed decisionmakers, with groups working for social and political changes, and with understaffed and overburdened agencies will challenge our students to exercise and develop their conscientious feelings and intentions.

We do not ordinarily provide internships for participants in the leadership program, except when they seem appropriate rewards for excellent work, or when especially good opportunities come to us unsought. Indeed, it is our expectation that students will ordinarily exert considerable initiative in developing these internship possibilities.

---

*Detailed information "Interns in Conscience" can be obtained by writing Bruce L. Payne at Duke University.

Each spring the staff will identify between 10 and 20 seniors whose activities projects, and class work connected with the leadership program seem to us outstanding. For each of them, we will arrange short, intensive internships working directly with a corporate chief executive, a governor, or some other person in a major and demanding leadership position.

VISITORS AND SPEAKERS

Every semester the Leadership Program sponsors numerous visitors to the campus. Some give public addresses, others speak to classes or to a faculty group. Almost every speaker spends time in a seminar setting with students in the Leadership Program. Visitors that have already participated in the Leadership Program include Governors Bob Graham of Florida and John Sununu of New Hampshire; Emanuel Azenberg, Broadway producer; Paul O'Neill, president of International Paper Company; Katherine Fulton, editor of the North Carolina Independent; Bob Moses, former organizer with the Mississippi Student Non-Violent Coordinating Committee; and Susan King, former chairwoman of the U.S. Consumer Product Safety Commission, among others.

Most visitors from the corporate world, or journalism, or government, or the professions, or the non-profit sector, are asked to spend a day with us. A typical schedule would include two sessions of an hour or more with discussion sections (each a group of fifteen or fewer students), lunch with interested faculty, and two more sessions with the other discussion sections in the afternoon. This might be followed by an informal session with the tutorial, or by a reception or dinner. Or it might be reasonable for the visitor to join the tutorial group for an early breakfast before leaving the next day. In short, we will be asking for a lot from these people, and sometimes may need to settle gracefully for much less.

Whenever we know in advance that a visitor is coming, we ask that a few students do some careful preparatory research. Who is this person? What has this person done, or said, or written? With what controversial or significant decisions has this person been connected? Who would be the people in Durham or in the Duke community interested in knowing this person is in town? Students meeting with the visitors will be given at least some of the resulting background material.

ASSOCIATES

A smaller number of knowledgeable people with an interest in leadership may be willing to give far more time to our students. We hope that among friends and alumni in several fields, journalism included, we can find people who would agree to serve as advisors to individual students and to small groups about the projects and plans in which they are involved. As associates of the program, these people would be encouraged to get together for discussions once in a while at Duke. A few of them, especially retired executives and journalists working on extended projects, might in addition be willing to come to the campus for periods as long as a month, or even a semester.

There will not be many associates who could come for long visits, but making some office space and a bit of secretarial and phone assistance available may entice a few interesting and helpful souls. Later, when the program has alumni who have been out a few years, there should be more.

ADVISING AND EVALUATION

One of the most important things we can do for potential leaders is to talk with them about their strengths and weaknesses, their doubts, and their hopes. The director will do what he can to provide this for students in the program, but that obviously cannot be anything like enough. So we will be looking to the associates for help, and to the affiliated faculty, the teaching assistants, and, eventually, to the fellows.

In order to make the process more systematic and more helpful to the students, a file is maintained on each student who enters the program. It includes academic records, evaluations of course work and independent projects in the leadership program, questionnaires about individual student interests, and other information that may be helpful in advising. With the permission of a student, we make non--confidential portions of the file available to outside advisors associated with the program.

One reason for taking this kind of care should be evident--writing recommendations for graduate study and for employment will be a major responsibility for the program staff. It may also be worth noting that for some students, the possibility of such a recommendation will serve as an incentive to work wholeheartedly in a variety of activities connected with the program.

RELATED COURSES AND EXPERIENCES

Several members of the Duke faculty are teaching courses of considerable relevance to the program--in political science, the ROTC program, public speaking, history, and psychology. These courses are recommended to the leadership program's students, and when they are taken, evaluations of students' work are requested for inclusion in their files.

Each student is also advised to take part in an experience of the sort provided by Outward Bound. It may be possible to arrange a special version of Duke's Project Wild for our students. Frank McNutt, a member of Duke's student affairs staff with much experience in these areas, is a regular advisor to the program. For these experiences, as for all others related to the program, students will be asked to provide a brief account of what they have done and how they have been affected, and appropriate evaluative comments will also be sought.

FELLOWS

Beginning this year, the staff will review each senior file. On the basis of evaluations by teaching assistants, internship supervisors, project evaluators, and other faculty, the director will nominate to the advisory board some number of the most successful participants as Fellows of the Leadership program. An appropriate designation--e.g., Duke Fellow in Leadership--will appear on their diplomas at graduation, and they will be invited to participate in any regular programs of the fellows that may be devised. One of these will be some sort of two or three-day session at Duke for the leadership fellows three years after their graduation. Fellows will also be fully informed of all of the activities of the leadership program after they leave Duke, and may be called on for assistance from time to time.

A FACULTY SEMINAR

Some Duke faculty members have already expressed an interest in these plans, and they should be kept abreast of what is going on. During 1986-1987, a series of seminars (possibly dinner meetings) for these colleagues will be given. Academics and others working in the field of leadership studies will be invited to talk about their work, and to discuss with the faculty what has been learned by scholars about aspects of leadership in recent years. Interested colleagues will be faculty associates of the program, and will be invited to other activities on a regular basis in future years.

RESEARCH

The program will encourage faculty and student research on a variety of questions involving leadership, but especially about ethical problems of leaders, leadership in policymaking, the connections between biography and leadership studies, and leadership in American philanthropy. The program may provide small amounts of assistance for such research, and will help in finding adequate resources for projects that seem promising.

STAFF

Bruce Payne, a Lecturer in Public Policy Studies, is the Director of the Leadership Program. A recipient of the Alumni Distinguished Undergraduate Teaching Award, Payne is responsible for courses in ethics and policy-making and in public policy and the arts. He was Director of the Duke Migrant Project during the summer of 1976, and has regularly provided advice and support for students involved in socially concerned work. Payne is also the Associate Director of the Center for Documentary Photography, and works with photogrphaers and writers doing field work.

John Ott is the Associate Director of the Program, and an Instructor in Public Policy Studies. A graduate of Duke, Ott has worked in a variety of capacities with state and local agencies, and in the North Carolina Legislature as an aide to then Speaker Carl Stewart. From 1980-1983, Ott worked as a community organizer, first in North Carolina and later with projects in Texas. He received his law degree from Stanford in June, 1985.

STRUCTURE

The director of the program will be appointed by the President of the University. The director will ordinarily have a three-year contract, with no limit on the number of times of reappointment. The associate director is appointed by the director with a two-year contract, with no limit on the number of times of reappointment.

An advisory committee, including Mitch Hart, Jim Crupi, Joel Fleishman and, *ex officio*, the director of the Institute of Policy Sciences and Public Affairs, and the chairman of the Board of Visitors of the Institute (as members without term), and several other persons (as members with renewable three-year terms) advises the director on the content and activities of the leadership program, and will review and evaluate the program at the request of the President, or when it seems to them appropriate.

Institute of Policy Sciences and Public Affairs
PPS 145: LEADERSHIP, POLICY, AND CHANGE, Fall 1985
Instructors: Bruce L. Payne, 118 Old Chemistry, 684-5475/John G. Ott, 120 Old Chemistry, 684-4481
Office Hours: Wednesdays 2:00-5:00 p.m. and by appointment

REQUIRED READING: Keeping up with the reading is essential. Be prepared to discuss the readings on the first day for which they have been assigned. Don't be misled if discussion in class lags behind the assignments. You can expect it to catch up with them fairly quickly. Items marked (*) should be purchased. The rest are on reserve in Perkins Library, except for a few which will be passed out in class.

August 29: O'Connor, Flannery "The Lame Shall Enter First" and "The Artificial Nigger" in The Complete Stories, pp. 445-482 and 249-270
September 3 and 5: I & II Samuel, I Kings, chapters 1 to 11 (The Oxford Annotated Bible, Revised Standard Version, has useful notes and introductions, and so do other recent editions)
September 10 and 12: *Sophocles Antigone in The Complete Greek Tragedies: Sophocles I edited by David Grene and Richmond Lattimore; Thucydides The Peloponnesian War Book V, chapters 84-116
September 17 and 19: *Plato Apology and Crito in The Last Days of Socrates
September 24 and 26: *Erikson, Erik H. Gandhi's Truth: On the Origins of Militant Nonviolence
October 1 and 3: *Machiavelli, Niccolo The Prince and The Discourses (selections) in The Portable Machiavelli
October 8 and 10: *Hersh, Seymour The Price of Power: Kissinger in the Nixon White House (selections)
October 17: *Caro, Robert The Power Broker: Robert Moses and the Fall of New York (selections)
October 22 and 24: On organizing--readings to be announced
October 29 and 31: *Burns, James MacGregor Roosevelt: The Lion and the Fox
November 5 and 7: *Bennis, Warren and Burt Nanus Leaders: The Strategies for Taking Charge
November 12 and 14: *Bower, Joseph L. The Two Faces of Management: An American Approach to Leadership in Business and Politics (selections); Levinson, Harry and Stuart Rosenthal CEO: Corporate Leadership in Action (selections)
November 19 and 21: *Bolt, Robert A Man For All Seasons; *Ibsen, Henrik An Enemy of the People
December 3 and 5: *Oates, Stephen Let the Trumpet Sound: The Life of Martin Luther King, Jr.

ASSIGNMENTS AND EXAMINATIONS

There will be a short exam, usually a single essay, at the beginning of class each Tuesday. The question will usually be taken from the list of study questions for the week's reading. Occasionally short-answer quizzes on main points in the reading will be substituted for the essay.

Each student will be asked to choose a different biography of a significant leader, and to prepare an annotated list of the reviews and discussions of that biography that are available. That list, and a paper of not more than three pages about the issues in leadership and ethics posed in that biography are due on **Monday, October 7, before 5 PM** in my office.

A take-home final, about eight pages, typed and double-spaced, will be due at the hour scheduled for the final exam. In it, you will be asked to discuss your leadership biography in relation to PPS 145. You will be expected to compare your subject to others studied in the course, and to consider what that biography has to offer as a text in leadership.

DISCUSSION SECTIONS

During the first week of the semester, you will be asked to sign up for a regular discussion section. These will provide some opportunity for psychological self-testing, for simulations, for discussions with visitors and with associates of the Leadership Program, and for deeper consideration of aspects of the assigned reading not adequately probed in class. Students will be expected to participate regularly in these sections.

VISITORS

Several times during the semester, you will have the chance to join with visiting leaders, journalists, and scholars in seminar discussions. Some preparation--usually reading about forty pages of material--will be **required** for participation in these discussions.

Each student will be asked to assist in the preparatory research on at least one visitor--preparing a memo on the controversies the visitor has been involved in or on the organization represented. Relevant materials should be photo-copied and attached to these memos. A sign-up sheet for visitors' research will be maintained at the Leadership Program office, 120 Old Chemistry.

You will also be expected to submit at least two memos outlining the main points of a seminar with a visitor. These memos should make clear who the most effective questioners were, and whether or not the discussion proceeded in a way that helped the visitor and the students to understand each other. It will be important for the program to have memos written for each seminar with a visitor, so these tasks will often be assigned in advance.

PUBLIC SERVICE

Some public service activity, in the Durham community or, in some cases, on the Duke campus, will be expected of each student. A description of the organization or program with which you will be working, and of your planned contribution, is due on Monday, September 16. Progress reports will be due every other Monday through the end of the semester, in which you will discuss your own effectiveness, that of students working with or in relation to you, and the strengths and weaknesses of the organization or program for which you are working. A member of the Leadership Program staff will periodically be available to meet with you about your work, and will also spend some time toward the end of the semester talking with your co-workers, supervisor, and others. Self-evaluations, and evaluations by the staff will be prepared before the end of the semester.

GRADING

Your course grade will be based on the following relative weights: weekly exams 40%; participation in discussion sections 15%; biographical memo and critical review 5%; visitor preparation and seminar memos 10%; public service project 20%; final 10%.

Institute of Policy Sciences and Public Affairs
PPS 195S.03: LEADERSHIP AND JUDGMENT, Spring 1986
Instructor: John G. Ott, 120 Old Chemistry Building, 684-4481
Office Hours: Wednesdays 2:00-5:00 p.m. and by appointment

REQUIRED READING: Items marked (*) should be purchased. The rest will be handed out in class.

January 8: Introductions; setting the agenda

January 15: Getting out of our heads - *L'Engle, Madeline, A Wind in the Door; EXERCISE: The Wall (Date and time to be announced)

January 22: What it is we think we do - Lopez, Jerry, "Lay Lawyering" Due: **Descriptions of the Leadership Projects**

January 29: Seeing, Part I - Culler, J., On Deconstruction: Theory and Criticism After Structuralism, "Reading as a Woman"; Griffin, Susan, The Way of All Ideology (excerpts); Fish, B., "Normal Circumstances, Literal Language, Direct Speech Arts, the Ordinary, the Everyday, the Obvious, What Goes Without Saying, and Other Special Cases"

February 5: Seeing, Part II - Lears, T. J. Jackson, "The Concept of Cultural Hegemony: Problems and Possibilities," The American Historical Review, June 1985; Elias, N. The History of Manners, "The Civilizing Process"

February 12: Experiences of Hierarchy - Kennedy, Duncan, Legal Education and the Reproduction of Hierarchy (excerpts); Giroux, Henry A., "Theories of Reproduction and Resistance in the New Sociology of Education: A Critical Analysis"; Optional: Marglin, "What do Bosses Do? The Origins and Functions of Hierarchy in Capitalist Production" Rev. Rad. Pol. Econ. (Summer 1974)

February 19: Power--Conceptions and Questions - Elshtain, Jean Bethke, "Feminist Discourse and Its Discontent: Language, Meaning and Power"; Erikson, Erik, Gandhi's Truth, p. 308; Foucault, Michel, "The Subject and Power"; Forche, Carolyn, "The Colonel" from The Country Between Us; Goodwyn, Lawrence, The Populist Moment, pp. 320-42; Ott, John, "What It Is I Think I Do: A Conversation About Organizing" pp. 64-75; Sennett, Richard and Jonathan Cobb, The Hidden Injuries of Class, pp. 263-71

February 26: Failing - Hilfiker, David, "Making Medical Mistakes," Harpers, May 1984; Peck, Scott, The Road Less Traveled, pp. 289-97 **Due: Five (5) page paper on how power works in this class**

March 12: Empathy, Part I - Rosaldo, Renato, "Grief and a Headhunters Rage: On the Cultural Force of the Emotions"; "A Rape" from "Breaking Silence: One Woman's Account of Rape" in IRIS, A Journal About Women, No. 13. Reprinted in Harpers, February 1986, pp. 27-31; Havemann, Ernst, "The Bloodsong," The Atlantic Monthly, February 1986, pp. 56-61; Goldberg, Lee, "They Stole Our Childhood," Newsweek On Campus, February 1983??; Stack, Carol, All Our Kin, pp. 108-117; Noddings, N. Caring, "The Toughness of Caring," pp. 98-103; **Due: Final Project Proposal**

March 19: Empathy, Part II - *Gerzon, Mark, A Choice of Heroes; Lasch, Christopher, The Minimal Self, pp. 15-20, 244-59

March 26: The Fundamental Contradiction - Michelman, Frank, "Justification (and Justifiability) of Law in a Contradictory World"; *Walker, Alice, The Color Purple; EXERCISE: The Ropes Course (Date and time to be announced)

April 2: Community--In concept and concrete -- Charriere, Henry, Papillon, pp. 250-271; Cowan, Paul, The Tribes of America, pp. 212-27; McWilliams, Carey, The Idea of Fraternity in America, University of California Press, 1973, pp. 1-8, 18-24, 407-13; Murnion, Rev. Philip, "The Complex Task of the Parish"; Ott, John, "What it is I Think I Do: A Conversation about Organizing", pp. 75-80

April 9: One Vision - *Castaneda, Carlos, Journey to Ixtlan

April 14: **Monday: Final Projects Due**

April 16: Last Class

LEADERSHIP PROJECTS

Each student is required to participate in a substantial leadership project in the Durham community, or, in some cases, on the Duke campus. The instructor must approve all projects. **A description of the project, and your role in it, is due at the beginning of class January 22.**

The instructor will meet periodically throughout the semester with students to discuss their projects. Additionally, students will meet in small groups to solicit advice and counsel from each other about dilemmas they are confronting in their work. Project supervisors will prepare evaluations of the students before the end of the semester. Students will prepare self-evaluations as part of their final project (see below).

CLASS DISCUSSION

A substantial percentage of the course grade will depend upon each student's class participation. In addition to preparing the weekly readings, **each student will be required to work with the instructor to plan one week's discussion.**

FINAL PROJECT

Each student will prepare a substantial final project that will be due on Monday, April 14 at 5:00 p.m. In these projects, you will be asked first to integrate your experiences in your leadership project with some of the ideas and concepts developed in class discussions. Second, you will be asked to evaluate your performance within your leadership project. Finally, you will be asked to evaluate your overall performance in the class, including the first part of this final project. **Proposals for the first part of this project are due at the beginning of class on March 12, the first class after Spring Break.**

GRADING

Your course grade will reflect the following relative weights: class participation 40%; leadership project 25%; "power paper" 10%; final project 25%.

ANTICIPATED CHANGES FOR 1986-87

THE READINGS

A number of the suggestions made by first year leadership students focused on the readings. Many students felt that we needed to cut back on the amount of reading for the introductory course, and spend more time discussing the reading we did assign. Many others felt that we needed to include more readings on women and non-white leaders. Still others felt that we needed to analyze leaders in a greater variety of contexts--"mid level" leaders, leaders of voluntary organizations, and so on.

Each of these criticisms have merit, and we have begun to re-think the reading for the course next semester. For example, we have had a Public Policy graduate student work this semester to identify better materials on women and non-white leaders. We will meet over the summer with the staff of the Women's Center at Duke to explore non-biographical sources on women and leadership. We have also begun to amass a collection of short films that we might use either for discussion sections or, in some cases, to begin one of the semester's lectures.

DISCUSSIONS SECTIONS

Most students felt that the discussion section could have been much more integral to the course than they were last semester. We want to be more jealous of this time next fall. Rather than giving up sections for visitors and other interruptions, we want to use this time for more challenging experiential exercises and longer discussions of the readings. One project we know we want to try next fall is a weekend retreat for PPS 145 students. We will likely organize this retreat around the discussion sections, taking two groups out for each of three weekends.

LEADERSHIP PROJECTS AND CREDIT FOR THE COURSE

We are applying to have PPS 145 designated as a 1-1/2 credit course. Students would receive one credit for the "academic" part of the course, and 1/2 credit for their leadership projects. More generally, we will be more skeptical next year of "observation projects" and projects that involve holding office in an already established Duke organization. We want to encourage students to take more risks than are typically at stake in such projects. We also want to create a much larger "advisor staff" than we had last year, and to have it in place by the first week of classes. Students will first meet with their advisor by the end of the second week of classes, both to discuss which project the student will take on and why, and to establish a schedule of times to meet throughout the semester.

VISITORS

The program benefitted this year from an exceptional pool of visitors provided by friends in Duke's Capital Campaign. Given the staff's time commitments during this first year, we could not have created nearly so powerful a list of "leaders on the hoof" without the Campaign's help. One consequence of this relationship, however, was that a large number of the first year visitors were wealthy white businessmen over the age of forty. We have begun plans to recruit a far more diverse group of leaders to visit with our students next year.

Our initial instincts are to have less visitors in the fall (and more in the spring) than we did this year, and to be more strategic in our choice of visitors, striving to match each visitor with the particular focus of the class for the week when he or she comes. The visit of Bob Moses and Hazel Palmer just before we began discussing the organizing readings provides a model for our next year's recruiting efforts.

INTERNSHIPS

In addition to the students in Africa, Florida, and Kentucky this summer, we will also have staff and students working in North Carolina, New Jersey, New York, and elsewhere to expand the number of internship possibilities open to our students next year. We anticipate placing some thirty students in internships during the summer of 1987.

CONCLUDING THOUGHT

The single most important lesson we have learned after our first year is that our program is not so much a "how to" as it is a "why to" program. We have found that most of our students feel ambivalent, uncertain, and yet are not satisfied with their ambivalence. The want to find a reason to want to lead, to act. So we are striving to create a rich variety of experiences in this program, experiences that will challenge students to think more deeply about their lives. And we are striving to give them opportunities to feel what one of our students felt after she conducted her first chorale performance:

> ...the ultimate joy of my project was hearing the tape of the concert, and, upon listening to the second piece Vox Humana did, knowing it was a manifestation of musical grace! It was light, in tune, concise, humorous, and "switched on." It wasn't just right, it was music!

Lebanon Valley College, Anneville/Hershey, Pennsylvania   Arthur L. Peterson

THE LEADERSHIP IMPERATIVE

The urgent need for leadership development programs for all age groups and in every type of public and private organization is now widely recognized but the programs thus far developed to address this urgent need are segmented and are not designed to meet the current and future leadership needs of the total community.

Lebanon Valley College, "the Leadership College," has recently completed plans with the total community very much in mind -- a four level program designed to help promising high school students, collegians, middle managers and top executives become more creative and productive leaders through (a) a better understanding of their own personal strengths and weaknesses and (b) through a "hands on" exposure to effective techniques of management.

THE HIGH SCHOOL PROGRAM

The program for promising high school students, to be refined through the cooperative efforts of secondary school teachers and school district administrators, centers in learning experiences designed to prepare the students for future participation in leadership responsibilities in community, business or public life.

The heart of the program, a modification of similar efforts now being developed in the Princeton, New Jersey and Montgomery County, Maryland Public Schools, is a year long Seminar for selected students which will include: introduction to leadership principles, skills, and behavior; formal and informal discussions with active and retired local executives and community leaders; biographical and historical readings; analysis of leadership case studies; role playing in decision making situations; and observation of leaders in action through video tapes and in visits to local organizations.

THE COLLEGE PROGRAM

The program for college students will involve several elements: a six week orientation session for all new students at Lebanon Valley College which will include an introduction to leadership characteristics, principles and skills; the inclusion of leadership case studies and leadership role plays in a variety of regular college courses in management, ethics, political scenes, English literature, history, psychology, sociology, sciences, math, music, etc.; leadership opportunities and experiences in carefully selected course related internships; and a capstone leadership seminar emphasizing self-knowledge, decision styles, situational leadership, utilizing group resources, giving and receiving feedback and goal setting.

I. (LC 100) Leadership Studies, 3 credit hours - One introductory course to be taken at the freshman-sophomore level introducing all students to theories of leadership and analyzing practical applications. It examines concepts of power and authority, group dynamics, communication skills, conflict resolution, motivation, decision making, values clarification and ethics.

II. For students who are recipients of the $5,000 annual Presidential Leadership Awards, the following Leadership studies requirements obtain:

    A. LC 111 - A special introductory Leadership Studies Course addressing the same topics as LC100 (above) but designed to bring Presidential Leadership Scholars together in a shared course setting and at an appropriate level for the Leadership Awardees.
    B. Religion 222, Christian Ethics, or Philosophy 220 (Ethics).
    C. LC 400 Advanced Leadership Studies, 3 credits, to be taken in the senior year.

D. LC 490 Leadership Internship, minimum of 3 credits to be taken in the junior or senior year.

III. The Voluntary Advanced Leadership Program. This program is elected on a voluntary basis and is open to any student who has completed LC 100 or LC 111. It consists of a minimum of 15 credits.

A. Communications, 3 credits, Choice of either English 210 (Management Communications) or English 218 (Oral Communications).
B. Organizational Leadership, 3 credits, One of the following courses - Management 330 (Principles of Management), Psychology 337 (Organizational Psychology), or Sociology 340 (Group Structure and Dynamics).
C. Ethics and Values, 3 credits.
D. LC 400 Advanced Leadership Studies, 3 credits - Case studies emphasizing ethical and moral dilemmas in the exercise of leadership responsibilities as well as leadership skill building in such areas as decision making, situational leadership, utilization of group resources, innovative problem solving, etc.
E. LC 490 Leadership Internship, 3 credits.

ANTICIPATED OUTCOMES OF THE LEADERSHIP TRAINING PROGRAM

The anticipated outcomes for students in the program include, but are not limited to, the following: (1) an enhanced appreciation for the relationships between the liberal arts (more specifically the humanities) and the role of leadership in the western heritage; (2) an understanding of the most significant theories and models of leadership as developed in both classical and contemporary humanistic works; (3) a knowledge of how leaders in diverse social and cultural contexts have assumed leadership roles and performed as leaders; (4) an enhanced ability to assume a leadership role within a group, an organization, or a community; (5) an enhanced awareness of self and how one's own individualistic value system, thinking styles and personality type effect the individual's relation to others in leader-follower situations; (6) an awareness and appreciation of the responsibilities of leadership that contribute to a respect for the difficulties inherent in it; (7) an awareness and appreciation of the social ethics and values which define legitimate leadership and which disassociate leadership from the exercise of power to unethical or immoral ends.

The following represent intended societal outcomes for the Lebanon Valley College Leadership Program. (1) The provision of a leadership studies model for other colleges to consider for adoption; (2) the provision of an increasing number of graduates who will go on to assume leadership roles in their communities, in their careers and in their country; and (3) an awareness on the part of all graduates that good citizenship requires a knowledge of good leadership if the nation is to survive and prosper as a representative form of government.

THE PROGRAM FOR MIDDLE MANAGEMENT

The Leadership Development Program for middle managers consists of two major elements.

(1) The encouragement of all major communities in South Central Pennsylvania to institute an annual 40-week leadership program for a select number of promising young leaders in their community. This program, following the model currently used in many cities across the nation, centers in discussions on the characteristics of leadership, community leadership needs and field trips for the purpose of observing community leaders in action.
(2) A special five-day Leadership Development Program for middle managers involving:

(a) a mini-assessment center and the extensive use of psychometric instruments to allow managers to better understand their own, and their work colleagues, personality types, thinking styles and value systems;

(b) the use of effective models for decision styles (Vroom and Yetton), situational leadership (Hersey and Blanchard), utilizing group resources, learning to give and receive feedback from work associates, an extended staff and peer feedback session, and finally preparation for and actual goal setting.

TOP EXECUTIVE PROGRAM

The leadership development program for top executives will be organized by Dr. George Odiorne (often termed the father of Management by Objectives) and will involve no more than 18 top executives (CEO's) from South Central Pennsylvania. These executives will meet monthly for a two-hour presentation by a current authority on leadership and/or management (e.g., Peters and Waterman, Hersey and Blanchard, George Odiorne, etc.).

Following a luncheon, a carefully moderated reaction session and discussion of the general thesis of the morning presentation, involving all 18 executives, will last for 2 to 2 1/2 hours. The same moderator will serve as the leader for each session. He or she will not be the morning presenter.

With these four levels operational and with the involvement of executives and leaders from all major segments of the community, the total leadership needs of the area will be met and the productivity and quality of life for the individuals and their organizations will be immeasurably enhanced. Each of the segments has been field tested and found cost effective and valid and will be constantly assessed for impact and response to current leadership needs in the respective level of application.

U. S. Military Academy, West Point, NY
Department of Behavioral Sciences and Leadership
Howard T. Prince, II

Developing Leaders at the U.S. Military Academy

The purpose of the United States Military Academy is to develop leaders. Graduates will be appointed to positions of leadership upon commissioning and will progress to leadership positions of increasing responsibility during a career.

The processes for developing leaders are set in a culture permeated with high expectations that each cadet will become an effective leader by graduation. The new lieutenant is expected to be able to lead a platoon of about forty-five soldiers and to have acquired the foundation for continuing development in preparation for higher leadership positions. Parallel expectations for leadership during the cadet period have shaped a complex system of leader development.

The processes of leader development include selection, education, skill training, experience, socialization, evaluation, feedback and remediation. These processes are arranged in theory to be progressive and sequential. They occur in a logical sequence so that prerequisites are provided before each step and so that each step adds something new. Of course, many of the processes occur simultaneously and interact in complex ways. But to the extent possible, a coherent four-year sequence has been derived and practiced.

Leader development begins with selection of high potential candidates. In addition to traditional academic measures such as the SAT or ACT, applicants are screened on medical and physical or athletic aptitude as well as character and leadership potential. The latter variables are inherently subjective and are assessed by high school officials. These appraisals are weighted by Academy officials in the admissions process. It is quite likely that the Leadership Potential Score is correlated with involvement in activities and achievement but it also is likely to be correlated with emergent leadership in informal small group situations. Cadets have been high school athletes, good students, and student leaders (e.g., class officer, team captain, club officer).

After selecting for leadership potential, the Military Academy focuses on developing the attitudes and values, knowledge and skills necessary to lead. Since we define leadership as the process of influencing other people to accomplish an organizationally prescribed goal, knowledge of people and contextual factors which affect the leader's attempts to influence the behavior of others should be studied. All cadets take a course in general psychology in the freshman year which provides an introduction to the study of human behavior. Emphasis is placed on military applications, examples and situations. All cadets take a course in the junior year called Military Leadership which explores the leader's role in a complex social organization. In addition to studying the determinants of human behavior and theories of leader effectiveness, cadets develop intellectual skills such as problem-solving and analysis. They learn to diagnose or analyze leadership situations based on course concepts. They benefit from learning to think systematically about leadership situations using the scientific method. The educational goal is a competent leader who can apply conceptual frames of reference in a variety of leadership circumstances including war.

In addition to the formal study of human behavior and the leadership process, skill training is provided as a way to assist the cadet in translating knowledge into action. Workshops and classes are given in such subjects as counseling, performance appraisal, communications and conflict management. These training activities are usually associated with an opportunity to fill a leadership role.

The opportunity to practice leadership and to learn from experience is one of the most important components of leader development for cadets. Cadets are placed in leadership roles each year. The degree of responsibility, number of followers and duration of experiences vary from fairly brief leadership of four or five others to semester-long positions of leadership of one hundred people or more. Significant practica occur between the sophomore and junior year during the summer and in the following summer. By design the academic course on leadership is scheduled between these two summer leadership practica to make the developmental sequence progressive as well as sequential.

The American military serves a democratic society whose form of government is energized by a powerful set of ideals and national values. The leaders of our Army should exercise leadership to further these values and must, therefore, be able to harmonize national and institutional values with personal value system. Further, the leaders must be able to establish and maintain an ethical climate which fosters proper conduct by all members of the organization whose purpose is public service. To these ends considerable emphasis is placed on the process of socialization by which cadets come to internalize the values, attitudes, beliefs and norms of conduct considered essential for effective public service.

Evaluation and feedback are directed at improvement in the leader development process. Practice, study, training and socialization are incomplete without assessment, feedback and reflection. Cadets must have information on the effectiveness of their leadership and developmental efforts in order to improve and progress. Information from evaluation and feedback is also useful in determining the need for remediation. Cadets are assessed formally once each semester and informally on a much more frequent basis. They receive grades in leadership and may even be separated for repeated failures or sustained marginal performance.

The last component of leader development at West Point is remediation. Each cadet is expected to strive for improvement and some are referred for remedial programs conducted by various agencies or personnel including the Center for Personal and Leadership Development.

One powerful way to learn leadership is to watch other successful leaders. At the core of the leadership development program is the predominantly military faculty and staff. Regardless of their specific responsibility--teaching, coaching, supervising--all members of the faculty and staff provide leadership models for cadets.

Leaders are teachers concerned with the training and development of subordinates. Because cadets spend a substantial portion of each academic day with the military faculty, academic instructors make a significant contribution to the leader development process as they model the roles of teacher and developer. Instructors also model critical and informed judgment. Additionally, the classroom provides an ideal setting for cadets to practice and receive feedback on specific skills related to leadership--for example, task structuring, interpersonal relationships, analysis, decision-making, and communications. Academic instructors share with all members of the staff and faculty the responsibility to exemplify the role of leader as teacher and to provide guidance and accurate feedback to cadets regarding their development as leaders.

The Company and Regimental Tactical Officers play a critical role in the leadership development process. The Company Tactical Officer is responsible for providing an integrated and progressive leadership development program for each cadet. Regimental Tactical Officers (RTO) are primarily responsible for training the trainers (the Tactical Officer) and for supervising their leadership development activities. RTOs also allocate resources to assist the Tactical Officer.

The cadet chain of command supports the Tactical Officer in the leadership development of underclass cadets. While the Tactical Officer works primarily with and through the First Class, each upper class is responsible for the development of subordinates. First Class platoon leaders coach Second Class squad leaders, squad leaders teach Third Class team leaders, and team leaders develop the Fourth Class.

The individual cadet also assumes reponsibility for personal leadership development. Cadets are encouraged to get the most out of each opportunity to practice. Development of a personal leadership style is enhanced by self-assessment and thoughtful reflection on the means and ends of one's leadership efforts.

SUMMARY

The process of leader development at the Military Academy is linked to all other areas of cadet development, but has a specific focus on the values, knowledge, and skills necessary for leaders in formal organizations. Leader development is highly individualized. Different individuals will progress at different rates; each cadet will have strengths and weaknesses which require reinforcement and growth. The goal is to ensure that each graduate is capable of leadership as a junior officer and possesses the foundation for continued leadership development throughout a career in the Army. Continued selection of high-quality candidates is vital to achieving this goal. The Academy's obligation is to provide an environment that stimulates continued development of the cadet's leadership competencies through a progressive program that includes socialization, education and training, meaningful practice, evaluation, and feedback.

Trenton State College - Trenton, NJ Mary Lou Ramsey

CPS 677 GROUP LEADERSHIP SKILLS

Course Description: Study and practice of professional skills and behaviors which enable the group leader to activate and maintain effective counseling groups. Focus will be on how the leader capitalizes on group forces to further member goal achievement. (limit 15 students with permission of instructor)

Objectives: Students, upon completion of the course, will be able to demonstrate orally or in writing: An understanding of group processes, their interaction and probable effect on member behavior; the ability to capitalize on existing group processes in order to facilitate group objectives; the ability to predict member behavior appropos of developmental stages of the group, and/or interaction of group processes; skills necessary for the successful establishment of a small group; understanding of when and how to make appropriate leader interventions.

OUTLINE OF THE COURSE

Basic Issues in Group Leadership

- Formation of the Group
- Group definition and goals
- Role and functions of group leader
- Styles of group leadership
- The co-leadership model
- Structuring and division of responsibility
- Developmental stages and processes
- Intervention techniques
- Evaluation

Application and Integration

- Clarifying personal and group goals
- Creating and maintaining trust
- Dealing with fears and resistances
- Coping with loneliness and isolation
- Resolving dependence/independence conflicts
- Overcoming fear of intimacy
- Searching for meaning and clarifying values
- Dealing with termination

TEACHING METHODS

- Participation in and analysis of experiential group training module
- Group leadership demonstrations
- Skill practice
- Role playing
- Design, implementation and evaluation of small group experience
- Supervised leadership of small groups
- Group process analysis/critique paper
- Reaction journal
- Literature research

BASIC REQUIREMENTS FOR THE COURSE

- Participation in classroom seminar
- Leadership of small group
- Individual written analysis of small leadership experience
- Maintain weekly journal of impressions and analysis of group sessions
- Participation in leadership debriefing sessions
- Continual survey of texts and literature

PROCEDURES FOR EVALUATION

- Joint evaluation of student performance during classroom seminar session by instructor and fellow students.
- Formal standardized evaluation by participants in student led groups.
- Self-evaluation (optional).
- Student evaluation of course

Western Michigan University - Kalamazoo, Michigan   Steven C. Rhodes
Communication, Arts & Sciences

CAS 335 - LEADERSHIP - Syllabus, Spring 1985

COURSE DESCRIPTION

A study of the characteristics and behaviors of leaders from a theoretical perspective, with emphasis on the development of leadership abilities in the individual for different situations.

TEXT

Management of Organizational Behavior, Hersey and Blanchard.

INSTRUCTOR

Dr. Steve Rhodes; 214 Sprau Tower; Office Hours: MW 1:30-3:00 and by appointment; Phone: O--383-4036, H--349-9010.

COURSE OBJECTIVES

(1) To provide you with concepts and theories which will enable you to better understand the dynamics of leadership. (2) To assist you in enlarging your appreciation for the ways leadership operates in different communication situations. (3) To provide you with specific situations in which various leadership styles can be observed and analyzed. (4) To provide you with the opportunity to study your own leadership styles.

COURSE REQUIREMENTS

ATTENDANCE: Regular attendance is a characteristic of a concerned and responsible college student. That should be enough said, however, you are responsible for whatever happens in this class; for the information exchanged, materials distributed, etc. I do not give make-up lectures or assistance unless you can provide a very good reason.

You are also responsible to your group members. If you are not holding up your share of the work, a group may drop you. If your group drops you with good cause, I will not intervene and you will get an E for that part of your course grade. A complete schedule for the semester is attached, so you know right from the beginning when exams and assignments are due.

Since regular attendance is a characteristic of a concerned and responsible college student, you will not be rewarded for attending. But excessive absences (3) make it hard to even say you have had the course. Therefore, I will take attendance and excessive absences will have a negative effect on your grade. That means you get 2 for "free"--there will be no such thing as an excused absence so use your 2 wisely. Anything above 2 will drop your course grade 1 level per absence.

EXAMINATIONS: Three exams will be given. The exams will be based on material discussed in class as well as material assigned in the text. A variety of question-types will be used. The final exam will be given the last week of the semester, and will reflect the entire learning of the semester.

SELF-ASSESSMENT PAPER: You will prepare a report on your own leadership style. This report should be as professional as possible. That means that in addition to strong content, your paper should be strong in mechanics and organization. A separate handout describing the paper in more detail will be provided.

GROUP PLANNING SESSIONS: Each of you will be placed in a group of approximately 5 people. There will be 6 meetings during the latter part of the semester. The first meeting will be used to plan the other five. Then, each group member will be chairperson and recorder for one of the remaining five meetings. For each meeting, the chairperson will be responsible for the following: an agenda and conduct of the meeting - the secretary will be responsible for the minutes of the meeting.

The five planning sessions will be devoted to developing a plan, including a schedule, budget, PERT chart, an assignment sheet for a project you will be given. The project will be something like planning a banquet, an awards dinner, WIDR's Kite Flite, Communication Week, or an equivalent event.

The group final report will consist of the following: the agenda and minutes for each of the five meetings, a PERT chart, a time schedule, a budget, and a sheet showing who (among your group members) would be responsible for each task/event in the plan. All of these must be typed and professionally "packaged" as though they were to be presented as a written report to...? Each group will also present its report orally to the class.

Individually, each of you will write a short (3-5 typewritten pages) paper in which you describe and analyze the leadership in your project group. Language and concepts from the course should be used in your analysis. Content and mechanics will be considered when grading the individual paper, as well as the group project.

GRADING: Your final grade will be based on the following: two exams during the semester, a final exam, a self-assessment paper, and a group project report (part of which is the individual analysis). The two exams will be averaged for 30% of the final course grade; the final exam will count 20%; the self-assessment paper 30%; and the group project report 20% (10% group and 10% individual). I will take your grade on each of the above (an A, BA, B, or so on), multiply it by the percentage value, and add up the results. It will take at least: a 3.67 to get an A; a 3.25 to get a BA; a 2.75 for a B; a 2.25 for a CB; and 1.75 for a C; and so on.

Each of you will prepare a report on your own leadership style. This report should be as professional as possible. That means, most importantly, correct mechanics and organization and good content. It also means a clean typed copy with decent margins, numbered pages, indented paragraphs, and section headings. You should also include neat charts and graphs, where applicable, which can be hand drawn but should have typed captions, labels, and so on.

This report will consist of the following:

Section 1: Describe your professional and/or personal goals and aspirations as a leader. Who do you want to lead? In what kind of setting or organization? What are your goals for yourself? What are your goals for your community, your family, your profession, your organization?

Section 2: A description and analysis of your leadership styles as revealed through the leadership questionnaires. Show how you scored. Describe and analyze what your scores are and what they mean. Use the lecture material from class and the appropriate sections of the book. Put in leadership grid charts, profiles, or other illustrations to help get your information across.

Section 3: Similar to the section 2 but from the viewpoint of other people. You must get up to 3 other people to provide you with descriptions of your leadership styles. You will get maximum credit if you get 3 other people to fill out the **LEAD** or **LBDQ** questionnaires on you. (Write or type up a copy of either questionnaire with appropriate language changes and give it to another person; have that person give answers that describe how that person sees you as a leader.) Report these results as you reported your own results in section 2. COMPARE THEM TO THE INFORMATION IN SECTION 2.

Section 4: Based on the information in sections 2 and 3, develop a leadership profile for yourself. What seems to be your primary and secondary styles? What are your strengths and weaknesses? Be sure to refer back to sections 2 and 3.

Section 5: Based on the information in sections 1 and 4, describe the kind of job or position which best suits you. Think about your leadership styles, as you see yourself and as other people see you; what does your profile say about the ideal job and/or leadership situation for you? Think about your goals and aspirations; what do they say about the position in life you should occupy? Think about your strengths and weaknesses; what do you need to work on to accomplish your goals?

GROUP PROJECT EVALUATION

SCALE:
4 = definitely
3 = for the most part
2 = somewhat
1 = hardly
0 = not at all

Mechanics = 10%
Organization = 30%
Content = 60%

CRITERIA:

Mechanics

1. The paper is free of spelling errors. ______
2. The paper is free of grammatical errors. ______
3. The paper is presented in a manner and form appropriate for a college course. ______

Organization

1. The three main parts of the project can be easily found (Part I = minutes and agenda, Part II = body of the proposal in sentence and paragraph form, Part III = supporting materials). ______
2. Paragraph structure is good. ______
3. Sentence structure is good. ______

Content

1. Part I contains agendas and minutes from at least 5 meetings. ______
2. Part II presents the ideas of the proposal in sentence and paragraph form. ______
3. Part III contains necessary supporting materials, such as drawings, PERT or GANTT charts, assignment sheets, budget, schedule, etc. ______

TENTATIVE SCHEDULE

You must have all readings completed by the first day they are assigned.

AUG	30	Introduction to course and each other
SEP	4	Chapter 1
	6	Chapters 1 and 2
	18	Chapter 2
	20	**Chapter 3; questionnaire packet out**
	25	**Chapter 4; score questionnaires**
	27	**Chapter 4; score questionnaires**
OCT	**2**	**TEST 1 over Chapters 1-4 plus lectures; paper requirements out**
	4	Planning, scheduling, budgeting time
	9	agenda, minutes, PERT/GANTT charts
	11	Chapter 5; review paper requirements
	16	Chapter 5; initial group planning session
	18	Chapter 6
	23	**Chapter 7; self-assessment papers due for guaranteed rewrite**
	25	Chapter 7; situational variables
	30	Group Meeting 1
NOV	1	"Journey;" assign take home part of final exam
	6	Group Meeting 2
	8	Situational analysis
	13	Group Meeting 3
	15	**TEST 2 over Chapters 5-8 plus lectures**
	20	Group Meeting 4
	22	NO CLASS -- THANKSGIVING
	27	2nd planning day exercise
	29	Group Meeting 5
DEC	**4**	**Group Reports Due (oral and written); individual group assess due**
	6	Class discussion of group projects; self-assessment papers due if you missed early deadline.
	11	**FINALS WEEK**
		Take home part of final due
	13	**FINALS WEEK**

Final for the 9:30 class is Thursday, Dec. 13 from 8:00-10:00 a.m.
Final for the 11:00 class is Thursday, Dec. 13 from 4:00-6:00 p.m.

University of Hartford, West Hartford, Connecticut Minnie-Rose J. Richardson
College of Education

LEADERSHIP TRAINING COURSE - EDX 246 Wednesdays 3:30-5:30 - Hillyer 140
Instructors: Dr. Minnie-Rose J. Richardson (X4791) and Mr. Gary Derr (X4285)

TEXT

Gordon, Thomas, Ph.D., Leadership Effectiveness Training, Bantam Publishers

COURSE RATIONALE

Because many students serve in leadership positions of student organizations, student government, sororities, fraternities, the Orientation Program and Residential Life, it seems reasonable to provide support through enabling them to learn effective leadership skills in a systematic way.

Since these skills are basic and may be used throughout a lifetime, students who are not presently involved in leadership roles, but who may so aspire, are also encouraged to enroll.

Because this course will utilize the "here and now" experiences of the students and will use the class as the consultant group, it differs from existing courses in that emphasis is not on preparation for the future, but on acquiring the knowledge and skills necessary for effectiveness in the present. Students will learn **ABOUT** leadership, but will **PRACTICE** leadership in the exercise of responsibilities for their class projects and any leadership positions they may hold.

COURSE DESCRIPTION

Leadership Course EDX 246 introduces the student to the dimensions of leadership; provides structured opportunities for learning and practicing leadership skills including: effective planning; effective communication; group management; self-management; public relations. Although particularly useful to students presently involved in leadership roles, the course is designed to be equally beneficial to those students who may wish to prepare themselves for future leadership opportunities both in college and beyond.

COURSE OBJECTIVES

At the end of the course, expectations are that students will be able to:
(1) Describe the dimensions of leadership. (2) Write a brief, coherent project plan. (3) Demonstrate knowledge of the twelve basic steps in project management. (4) Listen responsively and actively to other people. (5) Send clear, direct messages ("I statements"). (6) Use the six-step problem-solving approach to resolve conflicts. (7) Analyze group dynamics in action. (8) Write a coherent project report. (9) Make an effective oral presentation of at least three minutes to an audience. (10) Assess some of the strengths and weaknesses of their own leadership style.

COURSE GRADING

A grade of pass/fail will be based on a 200 point scale of graded assignments as follows:

Class Participation (role plays 15; discussion 10)	25
Project Plan (typewritten - coherence 15; creativity 10)	25
Group Observation (process analysis 15; content analysis 10)	25
Project Report (typewritten - content 50; personal evaluation 50)	100
Oral Presentation (coherence 15; delivery 10)	25
Total	200

Grade Scale:

F	D	C	B	A
40	80	120	160	200

Note: Points may be deducted for unexcused absences or tardiness, and for assignments which are submitted late, contain poor grammar, misspellings, punctuation errors and are sloppily presented.

BOOKS AND OTHER MATERIALS

(1) The text will be available in the bookstore.
(2) Some duplicated materials will be distributed in class.
(3) One cassette tape.
(4) Ten article reprints from the Harvard Business Review ($10.00 will be collected at the second class meeting.)

ASSIGNMENTS

Assignments include:
(1) Myers-Briggs Type Indicator **January 22**
(2) A one-page Project Plan due **February 19**
(3) Implementation of the Project by **March 26**
(4) Group Observation Report due **March 26**
(5) A typewritten report of your experiences, both positive and negative, as a project leader due **April 23**
(6) Readings

COURSE OUTLINE (Tentative)

1/22 Introductions; Overview; Dimensions of Leadership. ASSIGNMENT: Complete Myers-Briggs Questionnaire.

1/29 Discovering your personal style (Myers-Briggs Interpretation & Discussion). ASSIGNMENT: Select a small group project for implementation. Read the Harvard Busines Review Reprint (May-June 1973) Tannenbaum, R. and W. H. Schmidt, **How to Choose a Leadership Pattern.**

2/5 Planning the project (Twelve Basic Steps). ASSIGNMENT: Write a one-page project plan. Read the Harvard Business Review Reprint (Jan.-Feb. 1973) Levinson, H., **Asinine Attitudes Toward Motivation.**

2/12 Building your team (staffing, delegating, monitoring). ASSIGNMENT: Organize your project group. Read the Harvard Business Review Reprint (Jan.-Feb. 1967) Drucker, P.F., **The Effective Decision.**

2/19 Communicating Effectively (listening responsively). ASSIGNMENT: Hold a group meeting; use listening skills. Read the Harvard Business Review Reprint (Jan.-Feb. 1964) Trull, S.G., **Strategy of Effective Interviewing** and Gordon, T., **Leadership Effectiveness Training,** Chapter V

2/26 Communicating Effectively (sending clear messages). ASSIGNMENT: Follow-up group tasks using "I" statements. Read the Harvard Business Review Reprint (Jan.-Feb. 1977) Donnelly, J.F., **Participative Management at Work** and Gordon, T., **Leadership Effectiveness Training,** Chapter IV.

3/5 Communicating Effectively (solving problems). ASSIGNMENT: Finalize plans for project implementation. Read the Harvard Business Review Reprint (May-June 1964) Fielden, J., **"What Do You Mean I Can't Write?"** and Gordon, T., **Leadership Effectiveness Training,** Chapters IX and X

3/12 Managing the group (observing dynamics; coordinating tasks). ASSIGNMENT: Observe a group meeting (not yours). Complete Group Observation Sheet. Read the Harvard Business Review Reprint (May-June 1982) Ashkenas, R., and R. H. Schaffer, **Managers Can Avoid Wasting Time**

3/26 Negotiating the System (relating outside of your group). ASSIGNMENT: Complete project; submit Group Observation Sheet. Read the Harvard Business Review Reprint (Mar.-Apr. 1976) Jay, A., **How to Run a Meeting** and Gordon, T., **Leadership Effectiveness Training,** Chapter VII

4/2 Managing Time (balancing your act). ASSIGNMENT: Begin written project report; **due April 23.** Read the Harvard Business Review Reprint (July-Aug. 1974) Benson, H., **Your Innate Asset for Combating Stress**

4/9 Managing Stress (keeping your sanity and health). ASSIGNMENT: Project report preparation. Read the Harvard Business Review Reprint (Sept.-Oct. 1972) Levinson, H., **Easing the Pain of Personal Loss**

4/16 Managing loss and discovering your personal values (Values Auction and Discussion). ASSIGNMENT: (1) Complete project report: submit April 23rd; (2) bring blank cassette tape next time and read Gordon, T., **Leadership Effectiveness Training,** Chapter VI.

4/23 Making a presentation (reporting the results). ASSIGNMENT: Listen to and critique your own presentation.
4/30 Making a presentation (reporting the results - Continued).
5/7 Evaluating the results (wrap-up). ASSIGNMENT: **Use your leadership skills appropriately for the rest of your life!**

PROJECT MANAGEMENT in 12 basic steps

12. REPORTING - Who should know about it?
11. EVALUATION - What happened?
10. IMPLEMENTATION
9. MARKETING - How will the activity be publicized?
8. TIME FRAME - When will specific tasks need to be done?
7. COMMITTEE TASKS - Who will plan, implement and evaluate?
6. LEADER TASK - Who will staff, delegate, coordinate, motivate, appreciate?
5. INFORMATION - What resources are available?
4. ASSUMPTIONS - What is being taken for granted?
3. PROPOSED ACTIVITY - How will the desired results be achieved?
2. OUTCOMES - What specific results are desired?
1. PURPOSE - Why do it; what will be the general aim or goal?

(-- SAMPLE --)

PROJECT PLAN

Project:	(Name of your activity) International Student Handbook
From:	(Your Name) Minnie-Rose J. Richardson July, 1983
Purpose:	(Why do it?) To facilitate the adjustment of international students to the University and surrounding community.
Goal:	(What specific outcome do you expect?) To provide updated information of particular use and interest to international students in a convenient and useful format.
Assumption:	(What are you taking for granted?) That accurate and pertinent information facilitates the process of adjustment.

ACTIVITY (Tasks you must do to accomplish your goal	BY WHOM (Names of Persons)	RESOURCES (What you will need)	$ (How much will it cost)	TIMETABLE (Schedule for doing tasks)
Editing and re-writing	International Student Advisory Committee	University Affairs Central Duplicating Typist	500	Jan. ISAC Individual Assignments Feb. Individual Assignment Reviews Mar. First Drafts Apr. Review/Edit May Final Draft June Typing July CDS Aug-Sept. Distribution

TERM PAPER OUTLINE - EDX 246

Assessment
- a. What did you do?
- b. Why did you do it?
- c. What were your assumptions when you began?

Planning
- a. How did you go about obtaining resources: people to help; funds to cover any costs?
- b. What other resources did you need, and how did you secure them (e.g., facilities, equipment)?
- c. What criteria did you determine would be the measure of your success?

Implementation
- a. Describe what happened on the day of your activity.
- b. How did you solve any problems?

Evaluation
- a. Do you judge your project to have been a success by the criteria you selected?
- b. Discuss your personal evaluation of the experience and what you learned about leadership.

COURSE EVALUATION - EDX 246 - Spring 1986

What did you like best?

What did you like least?

Please rate the following by circling the number which best describes your view from (1) lowest to (5) highest.

(1)	Course Content (syllabus)	1	2	3	4	5
(2)	Course format (lecture, discussion, role-play)	1	2	3	4	5
(3)	The text	1	2	3	4	5
(4)	Handouts	1	2	3	4	5
(5)	Guest speakers as a group	1	2	3	4	5
(6)	Instructors as a group	1	2	3	4	5
(7)	Level of class participation	1	2	3	4	5
(8)	Class environment (room size, arrangement, etc.)	1	2	3	4	5
(9)	Overall evaluation	1	2	3	4	5
(10)	Do you approve of the grading system for this course? (Please check)	Yes ____		No ____		

Please comment on the reverse side of this paper. You do not have to sign your name. Thank you.

Southern Methodist University, Dallas, TX Dennis C. Roberts
OBA 5372

LEADERSHIP AND ORGANIZATIONAL BEHAVIOR - Fall 1984
Meeting time: 2:00-5:00 p.m. TH only
Instructor: Dr. Dennis C. Roberts

PURPOSE: This course is offered with the intent of providing a learning experience for business students or other select student leaders who will be involved in organizations as leaders. The course involves interpreting organizations and individuals through current theoretical perspectives of organizational behavior and leadership. An assumption of the course is that one cannot understand organizations or the phenomenon of leadership without first understanding oneself. Therefore, students will consistently be challenged to introspect on personal beliefs and preferences as these relate to their effectiveness as leaders.

COURSE UNITS

UNIT I: Human Assumptions, Motivation and Needs
   a. A review of relevant motivation theories - (1) McGregor X-Y Theory; (2) Positive Reinforcement - Skinner; (3) Maslow and Herzberg Hierarchies
   b. Translation of theory to observation of human behavior
   c. Personal assumptions and their effect on others' behavior - the SFP

UNIT II: Personality Styles and Preferences
   a. Person and environment fit - Strong-Campbell Interest Inventory
   b. Personality style - Adjective Checklist
   c. Personality preference - Meyers-Briggs Type Indicator
   d. Personal maturity as an enabler of leaders

UNIT III: Leadership in Excellent Organizations
   a. The emergence of the study of leadership
   b. Situational and contingency models of leadership
   c. Traits of Leaders (Bennis)
   d. Variables of excellent organizations - (1) Bias for action; (2) Close to the customer; (3) Autonomy and entrepreneurship; (4) Productivity through people; (5) Hands-on, value-driven; (6) Stick to the knitting; (7) Simple form, lean staff; (8) Simultaneous loose-tight properties

UNIT IV: Change in Organizations
   a. Why change is difficult
   b. Environments where innovation flourishes
   c. Leadership in an innovating organization

UNIT V: Ethics and Leadership (Levine)

CLASS FORMAT

GUEST SPEAKERS: Several major guest speakers will visit the class throughout the semester. Each class member will have the opportunity to serve on a question and answer panel when these guests are present. Guests will represent varied and differing perspectives of leadership. Examples may include: (1) Business leadership; (2) Political leadership; (3) Expert leadership; (4) Opinion leadership; (5) Moral leadership.

TEACHING ASSISTANTS: Three Teaching Assistants will be present for all classes and will be involved in class presentations, discussion leadership and evaluation of student performance. These Teaching Assistants represent, in themselves, a diversity of leader and follower perspectives which will be used to enliven some of the leadership topics addressed.

These three TA's are Elizabeth Baier (363-7383), George Killebrew (750-5944) and Maren Tryhus (369-8176). They will be in contact with you to check your course progress and respond to your questions and concerns. Half-hour "touch base" meetings will be held at least three times during the semester. The purpose of having a program is to provide assistance in creating a more personal class atmosphere that will encourage students' participation.

REQUIREMENTS

TEXTS: Several readings are required. Some texts or articles may be a direct part of course discussion and others are considered to be background or "context setting" material; in either case students are fully responsible for all readings listed below:

Peters & Waterman, In Search of Excellence, Harper & Row, 1982
Kanter, The Change Masters, Simon & Schuster, 1983
Bennis, "Four Traits of Leadership" (reprint)
Levine, When Dreams and Heroes Died, Ch. 5 & 6 (reprint)

ATTENDANCE: Class participation is envisioned as an integral part of the learning experience for this course. Therefore, course participation and attendance will be regularly checked to provide an objective measure for this part of the course grading criteria.

TESTS: Students may expect to have knowledge of course material evaluated by two major examinations. Other "spot check" assessments will be periodically given to determine the extent of up-to-date student progress.

PAPER: Each student will be expected to write a paper defining his or her own leadership philosophy. This paper should look at both strengths and weaknesses in leadership ability as well as ethics of leadership. The length of the paper is to be 8-10 pages, double-spaced and type-written. Papers of inferior technical or grammatical quality will be returned for rewrite.

PROJECT: Each student will be expected to complete a class project which will have as its purpose the translation of course content to a real-life leadership or followership problem. A summary report of the plan, implementation and evaluation of the outcome will be expected.

GRADING: The following percentages generally reflect the emphasis or weight placed on certain course activities. The balance of percentages is: 20% - 1st exam; 20% - 2nd exam; 10% - "check-point" tests; 20% - Project; 20% - Paper; 10% - Class attendance and participation.

Students are encouraged to review the "Honor Code" of SMU for guidelines on appropriate academic honesty. Any student suspected of violating the Honor Code will be referred to the Honor Council. Academic dishonesty includes (but is not limited to) the following:

1. Bringing unauthorized material into an examination.
2. Communicating with other students during an examination.
3. Misrepresenting the causes for missing tests, or exams, or for lateness in completing assigned work.
4. Aiding or concealing acts of dishonesty by other students.
5. Submitting as one's work, materials that have been wholly or partially prepared by others.

CALENDAR OF CLASS MEETINGS, SPECIAL EVENTS, READINGS & ASSIGNMENTS

The following is a projected list of class topics, assignments and reading expectations. This is a general outline and some revisions may be made.

January 24: Introduction: get acquainted, syllabus and expectations. Testing using self-assessment instruments (SCII, ACL, MBTI and Perry)

January 31: Unit I - Human Assumptions, Motivation and Needs: review of relevant theory; translation of theory to observation of behavior; personal assumptions - the SFP; Film "Productivity and the SFP"; Part of class spent in brainstorming projects and establishing teams. READING: P&W, Intro and Chps. 1&3.

February 7: Wrap-up of Unit I; Speaker - Business Leadership; Begin Unit II - Personality Styles and Preferences; ****Project proposals and teams established and handed in to instructor.**

February 14: SCII - Person X Environment fit; ACL - Personality preference.

February 21: MBTI - Personality preference; Perry - Personal maturity.

February 28: Wrap-up of Unit II; Speaker - Political Leadership

March 7: Begin Unit III - Leadership in Excellent Organizations. The emergence of the study of leadership; situational and contingency models; traits of leaders; videotape of excellent organizations. READING: Bennis, P&W, Chps. 4,5,6.

March 14: Continuation of Excellence. READING: P&W, Chps. 7,8,9.

March 21: Conclusion of Excellence. Wrap-up Unit III; Mid-term exam. READING: P&W, Chps. 10,11,12.

March 28: Speaker - Expert Leadership. Begin Unit IV - Change in Organizations - Why change is difficult. ****LEADERSHIP PAPER DUE**. READING: Kanter, Chps. 1-4.

March 30-April 7: Spring Break.

April 11: Continuation of Change - Environments where innovation flourishes. READING: Kanter, Chps. 5-7.

April 18: Conclusion of Change - Leadership in an innovating organization. ****PROJECT REPORTS DUE.** READING: Kanter, Chps. 8-12.

April 25: Unit V - Ethics and Leadership -- Where do you draw the line? READING: Levine.

May 2: Wrap-up of Unit V; Speaker - Ethical/Moral Leadership; Wrap-up and Exam preparation.

May 10: 3:00 p.m. to 6:00 p.m. Final Exam.

Tuskegee University School of Education - Tuskegee, Alabama Lillie Robinson
Department of Vocational and Adult Education

COURSE: COMMUNITY LEADERSHIP: VOCATIONAL EDUCATION 615

INSTRUCTOR

Raymond T. Handy, Ed.D.; Office: Vocational Building, Room 202

GENERAL PURPOSE

The main thrust of VE615 is to develop an awareness of the concept of competent leadership, generally, and its special reference to Vocational development. It seeks to increase the students' understanding of the processes of community leadership development and to help him/her apply such processes to varied situations.

COURSE OUTLINE AND PERFORMANCE OBJECTIVES

BUILDING EFFECTIVE LEADERSHIP: All students have a good understanding concerning the makeup of a local community. The students understand the interrelationships of a good vocational education program and the community in which it is located. For community development to become a reality the teacher of vocational education must take a leadership role in properly preparing for local community leadership.

Enabling Performances: (a) Formulate a definition of leadership. (b) Identify the characteristics of leaders who are effective in a local community. (c) Identify the functions of group leadership. (d) Describe the various styles of leadership. (e) Identify the behaviors essential for effective leadership. (f) Explain how people become leaders. (g) Identify the indicators of leadership. (h) Identify ways leadership skills can be learned. (i) Describe ways the leadership of a group may be shared.

ASSESSING THE NATURE OF COMMUNITY DEVELOPMENT: Communities are like organisms in that they may also go through cycles of birth, growth, stabilization, stagnation, decline and sometimes death. Students interested in the betterment of communities in rural areas often do not have the conceptual tools to understand the multi-dimensional nature of community or the processes and methods of community development. Before they can become effective "agents of change" students need to understand, appreciate and achieve an orientation of their specific roles. They need to develop their own functional definitions of community and community development, since they will tend to influence their communities the way they perceive themselves.

Enabling Performances: (a) Develop functional definitions of "community," "development" and "community development." (b) Demonstrate an understanding and appreciation for the history of community development. (c) Describe situations and places in which community developers work and the different methods and approaches they use. (d) Identify and classify the groups involved in community development according to styles or strategies used to bring about change.

ANALYZING THE NATURE OF A COMMUNITY: All students have some familiarity with communities from personal experience. Many also have basic familiarity with the disciplines of economics and sociology and the concepts used in those disciplines. However, they may not be familiar with the analytic approaches to the study of a community in general or their community in particular, and they may not be familiar with data sources and other resources needed to do this.

Enabling Performances: (a) Describe the community as a population. (b) Describe the community as a social organization. (c) Describe the community as a culture. (d) Describe the community as a place. (e) Describe the community as an economic system. (f) Describe the community as a political system. (g) Describe ways of studying communities.

UNDERSTANDING THE ESSENTIAL ELEMENTS OF COMMUNITY DEVELOPMENT: Many youth organizations are involved in building our American communities which emphasizes a community development approach. This requires that the vocational education teacher/advisor understand the essential elements of community development and be prepared to instruct students in their application.

Enabling Performances: (a) Define the essential elements of community development. (b) Identify which essentials of community development are most appropriate to use in a given situation.

DETERMINING THE STEPS IN THE COMMUNITY DEVELOPMENT PROCESS: Community development is an action-oriented, problem-solving and need meeting process, or method, which most students must learn in theory and practice to become effective practitioners. By learning the essential steps in the community development process, students can avoid needless mistakes and costly errors.

Enabling Performances: (a) Identify, define and place in order of priority, community needs, problems, goals or aspirations. (b) Plan and organize for action through: (1) gathering and analyzing of information, (2) selecting community development project or program of action, (3) identification and mobilization of resources, (4) exploring alternative courses of action, solutions and strategies, (5) designing a detailed program of action. (c) Implement the program of action. (d) Evaluate the program or project. (e) Consider strategies for project action.

UTILIZING ORGANIZATIONS AND GROUPS IN COMMUNITY DEVELOPMENT: Utilizing organizations and groups, as well as helping to build new groups when needed, is important in carrying out community development. The teacher/advisor needs to know how to help youth organizations identify and work with organizations and groups in the community.

Enabling Performances: (a) Describe types of groups and organizations in the community, what they do, how they are interrelated, and how power is distributed among them. (b) Describe how to work with groups and organizations, how to build new organizations and how to build coalitions and networks. (c) Explain how vocational education teachers can work with groups and organizations.

DETERMINING HOW COMMUNITIES CHANGE AND CAN BE CHANGED: All teachers have familiarity, from personal experience, with social change in their communities. They also now have some background or analytic views of the community and community development. However, they have not been introduced to specific concepts dealing with social change at the community level.

Enabling Performances: (a) Identify and describe community changes according to the degree of control exercised over the change. (b) Define key concepts in the diffusion-adoption process. (c) Identify and describe different strategies for achieving controlled community change. (d) Evaluate the consequences of change and different strategies of achieving change.

PARTICIPATING IN THE COMMUNITY: Students have a basic knowledge of the community development process. They may not understand the comprehensive meaning of citizenship, who participates and how that participation takes place, and the need for stimulating and encouraging participation. Before assuming the role of vocational education teacher/advisor, they need to understand the how and why of community development participation by the citizens.

Enabling Performances: (a) Understand what is meant by a citizen and the requirements of good citizenship. (b) Encourage citizen participation in community development. (c) Instruct others on the different ways people may participate in community development activities. (d) Assist others on the different ways people may participate in community development activities. (e) Assist students in understanding who normally participates in community development. (f) Assist students to understand how participation can be stimulated and made to work.

USING THE VOCATIONAL EDUCATION PROGRAM IN COMMUNITY DEVELOPMENT: Previous instruction has developed competencies of students in the why and how of community development. Students now need to learn how to utilize the vocational educational programs in achieving community development activities.

Enabling Performances: (a) Describe the vocational education programs that are related to community development. (b) Describe the programs and organizations related to community development which complement the education program. (c) Develop an implementation plan for vocational education involvement in community development.

ASSIGNMENTS

Write a formal paper (12-15 pages) on the "History of Community Development" (100 points) and include the following factors:

A. The following is a list of agencies and organizations that provide leadership in communities. These are only examples and by no means complete. Select one of these and research on how these agencies provide leadership and submit your findings in your formal written report: (100 points)

SCHOOLS
Government Agencies
Farm Organizations
Businesses and Fraternal Organizations
Church and Church Sponsored Groups
Informal and Temporary Groups and Citizens

B. Identify a social system functioning within the agencies and organizations and include it in your report by: (100 points)

Describing the social system.
Determining the needs which brought the group into existence.
Discussing the internal and external dynamics of the group - critique and make recommendations.
Discussing the leadership.
Discussing the techniques used by the leadership to control and direct the system; critique and make recommendations.

Option - Make two (2) written reports on journal articles so as to examine some of the scientific methods of studying leadership (8-10 pages each) and complete a final examination. (300 points)

GRADING PROCEDURE

Scale:

270 - 300 = A
240 - 269 = B
210 - 239 = C
180 - 209 = D
Below = E

*EVALUATION CRITERIA

Organization - 15 points
Content - 60 points
Composition - 15 points
Documentation - 10 points
100 points

*Evaluation criteria will be developed by instructor.

TEXTBOOKS

Schmitt, Donna M. and Donald C. Weaver, LEADERSHIP FOR COMMUNITY EMPOWERMENT: A SOURCE BOOK, Pendell Publishing Company, 1979.

Hersey, Paul Dr., THE SITUATION LEADER...The other 59 minutes, University Associates, 1984.

Petrullo, Luigi and Bernard M. Bass, LEADERSHIP AND INTERPERSONAL BEHAVIOR, Holt, Rinehart and Winston, Inc., 1961.

Alverno views citizenship and leadership as it does the other competences in the curriculum, as a set of abilities and orientations that are developed by students in a sequential fashion over time. The faculty believes that these abilities are multifaceted and require multiple opportunities to develop. Accordingly, learning experiences which meet the criteria specifically spelling out the developmental sequence of these competences are incorporated into appropriate courses across the curriculum. The criteria relevant to citizenship and leadership are spelled out in the "Taking Responsibility for the Global Environment" and Effective Citizenship Competences in the Alverno booklet.

This approach has also been used in two projects that focus specifically on leadership. Since 1980 Alverno has participated in the Public Leadership Education Network, which consists of a group of women's colleges committed to helping women develop an interest in and the skills required for exercising leadership in the public sector. And since 1984, Alverno has participated in a nationwide leadership training program sponsored by The National Association of Bank Women and The National Executive Service Corps.

PLEN GRANT IMPLEMENTATION AT ALVERNO COLLEGE

Final Report, July, 1982

Alverno College has met its commitment to public leadership education in the past year and a half by: (1) developing a new curriculum designed to increase knowledge about the local political system, to create an awareness of the differential public policy impact on the lives of women and to help students develop the skills required for effective political action; (2) exposing students to role models by bringing on campus women elected officials, government bureaucrats and community activists; (3) providing direct experience in public policy analysis in internship and applied research projects; (4) accumulating resources relevant to women and public policies to support the program; (5) developing faculty and college wide programs to raise the consciousness of the college community at large in regard to these issues. The specific activities are detailed below.

CURRICULUM DEVELOPMENT

The Social Science and Policy Studies Department is working to develop a program specifically designed to help students develop political interest, political knowledge, and political skills. This we feel can be done both by consciously providing experiences that will allow our students to develop the requisite skills and by "mainstreaming" our program, that is by incorporating the relevant research on women into all of the appropriate courses. For we believe that women are not likely to be motivated to engage in political action if they do not see its relevance to their lives. And we believe also that this relevance is frequently masked in traditional sociology and political science programs by the "invisibility" of women in the substantive material to which students are exposed. The subtle message generally transmitted is either that women's experiences are not relevant to the issues at hand, or that their interests are incorporated with those of the so called generic "man."

Although our grant commitment was limited to the incorporation of research on women into two courses, we are moving beyond that to systematically modify our entire program to achieve the ends indicated above. In designing our program we have gone beyond the usual transmission of relevant facts about the political and social system to instill in our students a sense of civic responsibility and an understanding of the ways in which the system shapes their life experiences and opportunities and the strategies that they can use to exert some influence.

Our two introductory courses set the context for this program. The first course, "Foundations of Social Science," provides an exercise in experiential learning which allows students in the course of undertaking a class task, to organize a social system and to take an active role within it. This experience, supplemented by relevant readings and training in participant observation and analysis, provides opportunities for students to: (1) observe and experience concrete illustrations of the abstract sociological and political science concepts that make up the core of traditional introductory courses; (2) observe and try out a range of organizational structures and take on a number of organization roles; and (3) identify and begin to develop the skills required for effective participation in community life. The most important outcome of this experience, however, is the fact that students begin to see the interrelationships endemic in any community and thus experience first hand the consequences of either acting on or ignoring one's responsibility to the group. In other words the concept, society or social system, is no longer an abstract term subject to reification.

The second introductory course, "The Community and Its Politics," takes the students from the society they created in the classroom to the local community in which they live. This course is a more traditional introduction to urban sociology and politics with some added features designed to: (1) help students see the differential impact of urban policies on women and other minority groups; (2) encourage students to examine their own relationship to that community; (3) demystify the political system; and (4) encourage the students to see political action as a possible option by providing presentations by female role models -- elected officials, local bureaucrats, and community activists. This course was developed as part of the PLEN grant and was offered last year with an enrollment of 22 students. The second year enrollment was 68 students. The components of the course most relevant to public leadership education are briefly described below.

1. COMMUNITY ANALYSIS: To allow the students to explore their own relationship to their community they are asked in this initial essay to define their community (block, neighborhood, city, suburb), describe it, assess the ways in which it does and does not meet their needs, and identify its strengths and weaknesses.

2. WOMEN AND URBAN POLICY: This course emphasizes particularly the differential impact that urban policy has on the lives of women. A series of articles "Women, Planning and Change" put out by the American Planning Association is assigned to illustrate women's particular needs and problems in terms of housing, transportation, childcare, etc. The relationship between women and the environment is portrayed in a film "No Life For Women" put out by the Canadian Film Corporation, and the differential impact of race, gender and age is illustrated in presentations by women from a range of ethnic and age groups. This course pays special attention to the urban experience of elderly and minority women.

3. DEMYSTIFYING POLITICS: Students are asked to identify all of the local officials who represent them and to conduct an interview with one of them. These interviews are later compared in class and discussed within the context of various theories of representation.

4. ROLE MODELS: To give students a sense of the flavor of political life and to allow them to hear from people who have been active, a range of elected and appointed women officials and community activists are brought either to the class or on campus for presentations to larger audiences.

Two other major efforts at mainstreaming our curriculum are worth noting, since the courses involved are both central to the teaching of social scientific analysis, and historically somewhat more resistant to a feminist revision. The first is "Social Policy Analysis," the second course developed as part of the PLEN project. This course emphasizes the ability of the students to: (1) differentiate various ideological approaches to identifying and resolving social problems; (2) recognize that these approaches, when implemented through policy, have different impacts on women as a group, compared to other constituencies; (3) build policy approaches consistent with their own values; and (4) self-reflexively analyze how their position as women in society has affected and will affect their policy choices. Readings have been assigned which document recent Administration policy on the condition of women, compared to other possible programs. Assignments were built around identifying and explaining the implications of policy decisions of members of different gender groups, racial/ethnic groups, social classes, etc., as well as designing specific social policies which are most equitable for the population as a whole.

The second course is "Social Theory." Here, the problem has always been that the visions of historically significant thinkers came to be presented without any meaningful reference to their notions about women in the fabric of social life, except in terms of an "adjunct" role to essentially male undertakings, such as politico-military exploits. "Society," the object of thought, really meant "the world of men and their actions"; social history and patterns were the history and patterns made by men. Furthermore, modern social theory, except for a pocket of explicitly feminist thinking and critique, has been predominated by men continuing this biased academic tradition. Our approach to mainstreaming this course was therefore threefold. First, students were assigned parallel edited readers of original writings, one a classic historical survey by two reputable male scholars that included traditionally "important" selections of works; and the other a recent survey edited by a feminist scholar which covered almost the identical set of key figures but which reprinted portions of their work about women in society not at all evident in the first reader. The distortions wrought by the traditional academic reader regarding what "theory" should be "about" were virtually self-evident as the students worked their way through both simultaneously. Second, students were assigned readings by noted contemporary female social theorists rarely included in a theory course. And finally, students were given assignments which allowed them to pursue a feminist analysis of social systems in great detail, if they chose. Syllabi for all four courses are enclosed with this report.

INTERNSHIPS AND RESEARCH PROJECTS

Several students have been involved in internships and applied research projects which brought them into direct contact with the policy making process. The applied research projects involved two students in a neighborhood study for a local inner city development corporation and two other students who are in the process of conducting a study on Wisconsin women municipal officials.

The internships include: (1) One student who worked with the Milwaukee Municipal Legislative Reference Bureau where she served as a research aid for the members of the Common Council; (2) one student placed with the Allied Industrial Workers of America (AFL-CIO) where she helped organize and coordinate the Wisconsin OSHA/Environmental "Network" and worked with several study groups to prepare position papers for this conference; and (3) one student who served as a counselor for a local center for battered women.

RESOURCE MATERIALS

We continue the resource material collection initiated last year. We continue to: (1) compile relevant information on Milwaukee and Wisconsin politics; (2) collect books relevant to women and the community (list enclosed); (3) maintain a journal article file on women and urban issues. We will continue our subscriptions to the newsletter, Women and Environment produced by the Department of Environmental Affairs at York University in Ontario, Canada, and to Congresswomen's Caucus Update which reports on current legislation affecting women and is produced biweekly by the Congresswomen's Caucus. In addition we subscribe to newsletters from Now, Wisconsin Women, Wisconsin Women and Public Policy, Wisconsin Women's Political Caucus, and the Milwaukee Women's Political Caucus. In sum we keep in our Research Center on Women a range of material which will allow our students and faculty to identify and understand the public policies particularly relevant to the lives of women.

COLLEGE WIDE PROGRAMS

Because Alverno is committed to creating an environment which reflects the interests and projects of its component parts, we planned three projects designed to share with faculty and the large college community, the interests and focus developed within the Social Science and Policy Studies Department. To that end the following projects were implemented.

1. FACULTY DEVELOPMENT WORKSHOP ON WOMEN AND URBAN POLICIES IN THE 1980'S. This workshop featured a local County Supervisor, the Wisconsin Governor's Advisor on Women and Family Initiatives, and women representing the Junior League, The Coalition of Labor Union Women, the National Organization of Neighborhood Women and the Metro-Milwaukee Chamber of Commerce presenting a range of perspectives in the analysis of Reaganomic's impact on the lives of women in the Milwaukee area. Although this workshop was primarily designed for faculty, students and staff were also invited. One hundred people attended.

2. WOMEN AND THE CITY CONFERENCE. This was a college wide conference designed to bring together Alverno students, faculty, and staff with women representing a wide range of socio-economic status, age, ethnic and racial groups to consider the impact of major urban problems and issues on the lives of women, and to consider strategies for change. Classes were cancelled that day so that the majority of students and faculty could attend. Approximately 600 people attended the conference to hear the 80 panelists in the 26 workshops that were held. Approximatley 150 of the participants came from the community in response to city wide publicity. Additional funding for this conference was secured for the Wisconsin Humanities Committee.

3. THE RCW REPORTER. This occasional newsletter represents our ongoing effort to keep the college community in touch with policy issues having a particular relevance to women's lives. The PLEN student assistant edited this newsletter, distributed under the aegis of Alverno's Research Center on Women, which condenses the most relevant information from the Congresswomen's Caucus Update and other newsletters. This publication will continue to be an ongoing service to the college community.

RELATED ACTIVITIES

CASE STUDY: We assume that to stimulate interest in political action, students have to perceive the societal constraints, imposed by public policies and mores, that limit opportunities for women. The experiences of two students in the research project described below exemplifies that kind of insights that can be derived.
Two students, one a forty year old returning woman and a traditional student, twenty-one years old, worked together on a project with the Milwaukee Community Relations Development Commission to investigate both the opportunities available for low income women to participate in apprenticeship programs for the relatively well paid work in skilled trades, and these women's perceptions about their ability to do such work.

Our students conducted two separate projects. First, they contacted the relevant agencies so that they could compile an inventory of apprenticeship programs available in the Milwaukee area. The difficulties they confronted in eliciting the necessary information suggested to them that those who were not somehow connected to the skilled trades network would not readily find out about the opportunities offered in such programs.

These suspicions were confirmed in the second phase of the project during which they conducted interviews with groups of low income women participating in a jobs program administered by the Social Development Commission. Our students found that: (1) most of these women had no knowledge about apprenticeship programs; (2) they had generally been steered away from the vocational education programs in high school which might have prepared them for such opportunities and where they might have learned about them; (3) consequently most of these women had never considered the possibility of entering these trades which provide one of the few opportunities for the non-college educated to earn decent wages.

Our students emerged from this project with a much more sophisticated grasp of the ways in which women's options are limited. Furthermore they could see the relevance of public policy to the predicament confronted by these women. In their final report our students recommended short range educational policy changes that would encourage female students to take appropriate vocational education courses and make apprenticeship information available to them, and long range changes in the elementary curriculum that would encourage little girls to think about work as a plumber, printer, etc.

These kinds of insights, we feel, provide the necessary context in which desire to participate in the policy making process can be stimulated.

PROPOSAL: DEVELOPING LEADERSHIP POTENTIAL AT ALVERNO COLLEGE, 1984

INTRODUCTION

Developing the leadership potential of its students is a natural outgrowth of Alverno College's learning philosophy and an emphasis of considerable interest to the faculty who value what this college can do for women. This proposal attempts to spell out the assumptions and goals on which a leadership development program will be established, its role and relationship to the total learning process and Alverno's view of leadership as a component of its outcome-oriented approach. Finally, the concrete steps necessary in implementing a leadership development program will be addressed.

ASSUMPTIONS AND GOALS OF PROGRAM

Alverno's learning process rests on the assumptions that student development takes time and that the outcomes of the learning process need to be specified, developed systematically and assessed explicitly in both classroom and external situations.

Similarly, the faculty believe that leadership capability is a multifaceted ability that takes time and multiple opportunities to develop. As Michael Lombardo (Center for Creative Leadership) has aptly indicated - leadership is not one thing but a complex set of knowledges, attitudes and behaviors. For example, a sense of timing, a knowledge of how to structure and when, an ability to shift gears, an understanding of situational characteristics, an ability to demonstrate consideration in stressful situations, and the like. Consequently, the program proposed attempts to pull together the current opportunities students have to develop leadership ability, focus these experiences further and include in them input on leadership which may help restructure student views on leadership and how to practice leadership in a variety of situations.

Specifically the proposed program seeks to:

1. Assist students to evaluate their own leadership strengths as well as those areas which need development;
2. Provide a series of seminars and workshops on leadership and situational factors affecting leaders to coincide with the last four semesters at the college;
3. Provide a process by which students can match their experience with input on leadership in order to further focus their understanding and to set new goals for their own leadership development;
4. Offer opportunities to practice their leadership abilities in both on- and off-campus situations.

PROPOSED PROCESS

The leadership development program will have three overlapping components: data gathering and feedback, input, and practice. The purpose of each component is described below.

DATA GATHERING AND FEEDBACK: Currently, each student participates in a number of activities during her freshman and sophomore years which can provide data to her about her leadership potential. These are:

1. Freshman and Preprofessional Seminars: These seminars focus on Communications and Social Interaction abilities, and provide opportunities for self assessment and career development. Students begin an Academic and Career Journal that will be kept for four years. Students also interview alumnae professionals who provide information on their experience as professionals and leaders.

2. Integrated Competence Seminar (ICS): This four-hour long external assessment is undertaken midway through the student's academic experience. After this assessment, the student is given feedback on her development of communication, analysis, problem solving, valuing and interaction provided by a retired executive and an alum. Data from this assessment is forwarded to the student's major department.

The proposed leadership development program will provide an on-going seminar on leadership which will pull together the data which was accumulated for these early experiences. This seminar will assist the student to evaluate her own leadership capability in light of information on leadership provided in the seminar. This seminar will follow the first two academic years of the student's college experience and will be staffed by an Alverno staff member with assistance from NABW and NESC personnel.

FURTHER DATA GATHERING, INPUT AND PRACTICE: Following, and in some cases coinciding with, the leadership seminar, there will be opportunities for the student to practice and further develop her leadership ability. These opportunities consist of:

1. Off-Campus Experiential Learning (OCEL): A one-day-a-week (for a semester/two semesters) work experience at a local business/agency. The OCEL is accompanied by a weekly seminar with faculty and students whose purpose is to reflect on experience and evaluate learning.

2. Advanced Level External Assessments: These are external assessments in the student's major area of study similar to the ICS described previously.

To coincide with these activities, the leadership development program will provide one-day workshops in each of the student's last four semesters at Alverno. For participation in these workshops, students will be nominated by their departments and screened by a committee on the basis of demonstrated leadership potential - particularly for the workshops during their last two semesters. These workshops will consist of a series of lectures and discussions on leadership, business and civic responsibilities presented by local women leaders. In conjunction with the student's major area faculty and the Honors Committee (which evaluates the academic record of student performance for excellence), these last workshops will give the student an opportunity to reflect other leadership growth and make some judgements on her leadership development needs.

In order to summarize the overall process and proposed program, an overview of the leadership program components is provided below.

LEADERSHIP DEVELOPMENT PROGRAM

	FIRST TWO YEARS	LAST FOUR SEMESTERS
Current, in place Student Activity	Freshman and Preprofessional Seminar Integrated Competence Seminar (ICS)	Off-Campus Experiential Learning (OCEL) External Assessments in Major Departments
Leadership Development Component	Data Gathering and Feedback	Leadership Seminar Leadership Workshops
Major Purpose	Leadership self evaluation	Input on leadership behavior and situations Reflection on leadership development

IMPLEMENTATION

Coordination of Program: The proposed program will be under the direction of Professor Kathleen O'Brien who designed the original business and management curriculum. She will coordinate the activities and collaborate in further planning and implementation with:

- NABW/NESC personnel and/or representatives
- Division IV faculty at Alverno (this division is responsible for competence development of upper division students)
- Major department coordinators at Alverno.

Number of Student Participants: We will begin this effort on Leadership Seminars and Workshops by working first with students whose major is Business and Management. When we are satisfied with the model, it is our intention to institutionalize it in all other divisions.

Timetable: 1984-85: First Semester - Implement Data Gathering and Feedback sessions based upon Student Seminars already in place; Design Leadership Seminar and Workshops.

1984-85: Second Semester - Implement first Leadership Seminar and Workshop; Evaluate the Data Gathering and Feedback session and first Leadership Seminar.

Because students enter Alverno each semester we have, in effect, the opportunity to repeat this program each semester. We would evaluate each cycle and introduce into it, for the following semester, recommendations for more effective approaches to leadership.

Olivet Nazarine College - Kankakee, Illinois J. O. Sayes

THEOLOGY 673: RELIGIOUS LEADERSHIP

OBJECTIVES

(1) To define leadership and explore theories of leadership; (2) To identify qualities of great leaders as found in the Bible and in the Christian Church from the beginning to the present; (3) To identify methods of leading among great leaders of the past and present; (4) To apply principles of leadership to modern problems of communication and group dynamics, and organizations of men.

REQUIRED READING BOOKS

Harold W. Reed, The Dynamics of Leadership, Danville, IL: The Interstate Printers and Publishers, 1982.

Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources. Englewood Cliffs, NJ: Prentice Hall, Inc., 1982.

BIBLIOGRAPHY

(1) See the extensive Bibliography in Reed's book. pp. 239-251; (2) Most will be found in 301.155, 301.183, 658.3, 658.4 section of the Library; (3) Biographies will be found in 920 and 922; For Bible characters, see 220.92; For the works of great men, see 208 section of the Library.

BIBLIOGRAPHY

Bass, Bernard M. Leadership Psychology and Organizational Behavior.
Baxter, Bernice. Group Experience.
Berne, Eric. The Structure and Dynamics of Organization and Groups.
Bogardus, Emory S. Leaders and Leadership.
Cartwright, D., ed. Group Dynamics.
Crossland, Weldon F. Better Leaders for Your Church.
Edwards, Mary Alice. Leadership Development.
Fiedler, Fred E. A Theory of Leadership Effectiveness.
Freeman, Graydon L. How to Pick Leaders.
Gardner, John W. Excellence.
Gordon, Thomas. Group Centered Leadership.
Graubard, Stephen P. Excellence and Leadership In a Democracy.
Hunter, Floyd. Top Leadership, U.S.A.
Jennings, Eugene E. An Anatomy of Leadership.
King, Guy Hope. A Leader Led.
Klein, Alan F. How to Use Role Playing Effectively.
Knapp, Forest L. Leadership Education in the Church.
Maier, Norman R. F. Problem Solving Discussions and Conferences.
Mensfield, Charles W. Leadership in Voluntary Enterprise.
Milson, Fred. His Leadership and Ours.
Pigors, Paul J. W. Leadership or Domination.
Robinson, George L. Leaders of Israel.
Selvin, H.C. The Effects of Leadership.
Selznick, Philip. Leadership In Administration.
Tead, O. The Art of Leadership.
Titus, Charles H. The Processes of Leadership.
Verba, Sidney. Small Groups and Political Behavior.
Verkuyl, G. Qualifying Men for Church Work.
Wagner, Joseph A. Successful Leadership In Groups and Organization.
White, Wellin R. Leadership.

TO ACHIEVE OBJECTIVES

(1) Read and analyze the required reading books. Chapters or portions may be assigned to each one in the class for presentation; (2) Additional reading from the Bibliography or approved books: 2000 pages. Reports should be given weekly.

(3) Participation in the discussion of each subject listed. Class attendance is expected in accordance with p. 53 of Catalog; (4) In each unit of leaders, each one will select or be assigned a leader for study and reporting of characteristics during a class session; (5) A term paper should be prepared in accordance with Turabian's A Manual for Writers upon a subject as agreed upon or suggested by the professor. This is due upon completion of the summary of the qualities of all the leaders studied; (6) Two tests may be given. The Final grade will be determined by total scores on above assignments in accordance with a curve based upon the class average.

COURSE OUTLINE

- I. What is leadership?
  - A. Basis for Leadership
  - B. Definitions
  - C. Reed, pp. 1-142
- II. Technical Qualities of Leaders.
  - Reed, pp. 143-198
- III. Methods and Means of Leaders.
  - Organizational Behavior, Analysis of the Hersey and Blanchard Text.
- IV. Great Leaders of the Old Testament.
  - A. Moses
  - B. Joshua
  - C. The Judges as Leaders
  - D. David
  - E. The Prophets: Isaiah, Jeremiah
  - F. Nehemiah, Ezra
- V. Great New Testament Leaders.
  - A. Jesus
  - B. Peter, James, John
  - C. Paul
- VI. Great Early Church Leaders.
  - A. Jerome, Chrysostom, Savanrola
  - B. Augustine
  - C. The Papacy
- VII. Reformation.
  - A. Martin Luther
  - B. John Calvin
  - C. Loyola
  - D. Zwingli
- VIII. Wesleyan-Evangelical Leaders.
  - A. John Wesley
  - B. Francis Asbury
  - C. George Whitefield
  - D. Jonathan Edwards
- IX. Prominent Evangelists.
  - A. C.H. Spurgeon
  - B. Charles G. Finney
  - C. D.L. Moody
  - D. J. Wilbur Chapman
  - E. Gypsy Smith
  - F. Billy Sunday
- X. Prominent Missionaries.
  - A. William Carey
  - B. David Brainerd
  - C. Samuel Morris
  - D. Adoniran Judson
  - E. David Livingston
  - F. Robert Moffatt
- XI. Great Pastors, Preachers.
  - A. Phillip Brooks
  - B. Henry Ward Beecher
  - C. Alexander MacLaren
  - D. Joseph Parker
  - E. Horace Bushnell
  - F. F. B. Meyer
- XII. Summary of Qualities.
- XIII. Group Dynamics, Communication, Organization
  - A. Are great leaders possible in this anti-institutional age?
  - B. What is the place of small groups within the larger organization? Are large organizations possible?
  - C. In the "acephelous" mood of society, what is the place of hierarchical arrangements?

University of Minnesota - Minneapolis, MN Thomas C. Shandley

THE STUDENT LEADERSHIP DEVELOPMENT PROGRAM

The topic of developing leadership in this country seems to be taking on increasing importance in the minds of thoughtful people of late. The National Executive Service Corps, a group of retired executive consultants, has established this as a national priority. The March 1985 issue of the AAHE Bulletin devoted its entire copy to this subject.

One of the arenas identified as "fertile ground" for the increased development of leadership has been the college or university. Although there are literally hundreds of ways for most students entering college to become involved in leadership-enhancing activities, far too little is being done in a systematic, planned fashion on either the curricular or extra-curricular level.

Alexander Astin, in his annual survey of college freshmen for the American Council on Education for 1984, found that 30% of the entering freshmen had been presidents of one or more student organizations prior to their enrollment in college! If this large sample is truly reflective of our freshmen, we indeed have a fertile territory for the development of future leaders. What a terrible waste of untapped potential if little or nothing is done to engage those talents in furthering the students' understanding of the requirements of leadership. The NESC estimates that approximately 50 colleges or universities are currently offering some type of course or program in leadership--out of approximately 3,000 colleges and universities in America.

This paper will focus on the efforts of one institution, the University of Minnesota through its Student Organization Development Center (SODC), to provide opportunities for the leadership development of its students. Specifically, it will describe a program called the Student Leadership Development Program (SLDP) that involves a twenty-week, intensive exposure to a wide range of leadership topics, a mentoring relationship with a community leader, and an actual leadership experience in a student organization.

PROGRAM DEVELOPMENT

Before describing the program, it is important to understand the extensive level of preparation that went into developing the theoretical, conceptual, and political framework for establishing the Student Leadership Development Program (SLDP).

The initial research began in 1979, two years prior to the first offering of the program. The staff of the Student Organization Development Center spent literally hundreds of hours assessing the needs and developing the structure for a leadership program at Minnesota. An example of their findings was a 1978 survey of student and alumni conducted by the College of Business Administration. This study indicated that, in addition to subject matter, skills in communication (both oral and written), decision-making, problem-solving, and time management were found important, but missing in the formal curriculum.

The CEO's and corporate recruiters of 3M, Honeywell, Control Data, and others were also surveyed by the SODC staff. They responded to questions pertaining to deficiencies existing between the formal academic preparation of students and the skills necessary to adequately function in their work environments. Their answers closely paralleled the findings of the College of Business study--that students were not provided adequate preparation in several critical skill areas necessary for effective leadership: communication skills, problem-solving, and small group operations.

Participation in student or community organizations has been shown to bridge the gap between the theoretical and practical dimensions of learning. A 1979 study by the Student Organization Development Center provided support for this assertion. It found that student leaders, when asked what skills they had developed through their participation in student activities, cited increased competence in organizational, interpersonal, and communication skills. When asked of the perceived impact, 90% of the students surveyed felt that their increased leadership, interpersonal, and group organizational skills would substantially enhance their careers.

These studies, and others, assisted SODC in identifying the demand and specific needs in the development of a leadership program--unique to the University of Minnesota.

The political groundwork was formulated through the establishment of an advisory board of selected faculty and administrative staff. This board initially functioned to assist in the design and promotion of the program.

Thus, the development of LSDP was a carefully researched, structured process that focused on the designing of a program that addressed the perceived leadership needs of this institution.

THE PROGRAM

The Student Leadership Development Program is designed under the premise that the understanding and exercising of leadership is a developmental process. It acknowledges this through three specific dimensions--a series of sixteen seminars based on the self-identified perceived needs of the student participants, a mentoring relationship with an adult mentor, and a "laboratory" experience as a student officer in an organization.

The specific goals of the program are: to increase the effectiveness of student leaders and their student groups during their time in college; to provide the University of Minnesota and larger community with educated leaders; to establish a mentor-student relationship in leadership; and to establish an effective support network among student leaders by providing an opportunity for them to meet each other and discuss topics of mutual concern.

THE SEMINARS

There are sixteen seminars offered over a two-quarter time period. Based on the adult learning theories of Chickering and others, the seminars are selected based on the assessed needs of the students as determined through a detailed leadership skills inventory. Topics for the first half have typically included skill development in the areas of motivation, leadership style assessment, delegation, time management, public speaking, and goal-setting.

Each student also develops a Learning Contract which states specifically the goals to be accomplished through involvement with the program.

The seminars in the second half of the program seminars are based on topics selected by the students themselves. Topics from this past quarter included: "The Role of Power and Authority in Leadership," "Leadership in the Community," "Leadership Applied to Everyday Life," and "Leaders as Change Agents."

The presenters for the seminars include the SLDP Coordinator, selected University faculty, consultants from the Student Organization Development Center, and mentors involved in SLDP.

THE LABORATORY

Each student selected to participate is required to hold a leadership position in an organization for a majority of the program. There are two intended purposes of this requirement: one, to insure the development of the student organization experience through the continued development of the leadership; and two, to provide a practical setting for the students to directly apply newly-acquired skills in leadership.

This "laboratory" experience is a critical dimension in bridging the theoretical-to-practical gap referred to earlier.

THE MENTORING RELATIONSHIP

Within the past decade, the application of mentoring to enhancing the personal development of individuals has gained increasing attention, particulary as it may apply to career development. Mentoring has been defined as ". . . a relationship in which a person of greater rank or expertise teaches, guides, and develops a novice in an organization or profession." (Alleman, Cochran, Doverspike, and Newman, 1984)

In the context of the Student Leadership Development Program, the mentoring concept is directly applied to leadership development. Each student participant is paired with an adult mentor. This matching is based on information provided in the student application and an information sheet filled out by the prospective mentor. Characteristics considered include the expressed needs of the student, and the leadership experience, personal interest, and physical proximity of the student and mentor. The mentors are selected from business, government, and the university and have an established record of leadership activities. The roles that they are expected to perform include being: a role model for the behaviors, strategies, and opportunities in leadership; a guide to provide information on the norms, short circuits, and pitfalls of leadership; a coach or advisor in suggesting new approaches to leadership situations; a teacher to provide new information or skills; a mirror to provide feedback to the student on performance; a booster to provide encouragement as the student struggles with exercising leadership; and an exemplar, or someone whose leadership abilities the student can admire and emulate.

The mentor and student begin to define their relationship through the establishment of the Learning Contract referred to in the "Program" section. In this process, the mentor offers to provide help in whatever area he or she feels comfortable. Each mentor is asked to make a commitment to meet weekly with the student for the duration of the program.

The activities that the mentor and student engage in include: having the mentor observe and provide feedback on exercising leadership in the student's organization; having the student spend time in the workplace of the mentor observing leadership styles and practices; and discussing seminar topics or problems in leadership within the student's organization.

Finally, if it is of mutual agreement between the two, the mentoring relationship may extend beyond the formal ending of the program.

Alleman, E., Cochran, J., Doverspike, J., and Newman, I. The Personnel and Guidance Journal. 1984, 62(5), 329-332.

THE SELECTION PROCESS

The selection of the student participants is a two-stage process that is conducted during the Spring Quarter for participation in the program the following Fall Quarter.

The first stage is an information-sharing session, open to any leader, designed to highlight the dimensions of the program, to educate on the concept of mentoring, to stress the time commitment, and to answer any questions.

The second stage is an interview session. A panel of past student and mentor participants in the program conducts the interviews and makes selection recommendations. Selection criteria include: holding a significant leadership position for the duration of the program, expressed interest in furthering personal leadership development, ability to articulate personal goals as they relate to leadership, and the commitment and time available to participate in the program. Fifty students are chosen to participate each year in the Student Leadership Development Program.

EVALUATIONS

Extensive evaluations of the program participants have been done since the inception of the program. Both the students and mentors are evaluated--the mentors at the conclusion and the students at both the midpoint and at the conclusion. The students are asked to evaluate the individual seminars, the applicability of SLDP to their roles as student leaders in their organizations, and the mentoring relationships. The mentors are asked to provide feedback on their level of comfort, types of activities in which they engaged, and perceived development of the students.

Recently, we have also developed an instrument* designed to evaluate the impact that the involvement in SLDP might have had on the personal and professional development of all of the past participants.

Results of the student evaluations have provided valuable insight in keeping the program focused on the needs of the students. Recommendations have included the following:

In seminars, students need to be treated as active participants (drawing upon their collective experiences), rather than merely as receivers of information.

The most valuable interaction for the students is in the exchange of ideas and information with each other. Discussions on leadership between the students are utilized most often.

The students want not only to have a say in what is offered in the seminars, but also in what fashion they are presented.

Most of the students would rather be matched with a mentor than choose their own.

The most common complaint concerning mentors was the lack of availability to meet. Thus, in the recruitment and training of the mentors, the need for the commitment to a weekly communication with the student is strongly emphasized.

The Student Leadership Development Program was initiated, after careful study, to provide an opportunity for students at the University of Minnesota to understand the basic foundations of leadership and to be able to apply these skills and competencies to real settings. It is our premise that the qualities of leadership are not always articulated within the formal academic curriculum of the University, but are a vital component of human interaction. The perceived gap between the theoretical and practical application of knowledge as it pertains to leadership education is the context in which the Student Leadership Development Program is formed. Competency-based seminars, a leadership-based relationship with a mentor, and the availability of a "working laboratory" within the student organization afford the opportunity for this student development to take place.

---

*For further information contact Thomas C. Shandley (see directory)

EMERGE: A PROGRAM OF LEADERSHIP EDUCATION

AN OVERVIEW OF THE PROGRAM: EMERGE (formerly called the Student Leadership Awareness Program) was initiated by the Student Organization Development Center in response to the need for providing leadership education to emerging student leaders. It was assessed that many students were interested in the topic of leadership, whether or not they were currently involved in a leadership capacity within an organization.

EMERGE is a six-week program that incorporates six leadership seminars based on the specific learning needs of the students, a learning contract, and an on-going relationship with a selected peer mentor.

INDIVIDUAL LEADERSHIP DEVELOPMENT: EMERGE is designed to allow the opportunity for individual students to explore selected topics in leadership in two specific areas: (1) through the student's selection of the leadership seminars, each participant will be exposed to current theories and practices of leadership that are relevant to them; and (2) each student, with the assistance of a peer mentor, will develop a learning contract that will identify specific skills to be pursued in the course of the program.

PROGRAM GOALS: (1) to assist emerging student leaders in becoming more aware of the skills needed for effective leadership; (2) to provide the University of Minnesota and its student organizations with educated student leaders; (3) to establish a student/peer mentor relationship; (4) to increase the participant's knowledge of the University and its leadership opportunities.

HOW TO APPLY: (1) Pick up and complete an application form from the Student Organization Development Center, Room 340 Coffman Union, as soon as possible; and (2) sign up for an interview at that time in the SODC office. Twenty-five (25) students will be chosen to participate in the program. In order to maintain this program, a contribution of $10 will be asked of each student, payable at the first seminar. This fee can come from the student or organization. No one will be excluded from the program, however, because of financial constraints.

If you have any questions, please contact the program coordinator, Tom Shandley, either by phone (373-3955) or in person (340 Coffman Union).

University of Minnesota - Minneapolis, Minnesota George Shapiro

SPEECH-COMMUNICATION 3-111 - Winter 1985

An undergraduate course 44 class hours. 65% conceptual-theoretical, 35% experiential-students form research teams to study community leaders and their own team process.

ASSIGNMENTS

READINGS: Text - The One Minute Manager, Blanchard, K. and Johnson, S. Berkley Books, New York, 1982. Selected other readings to be purchased at bookstore.

EXAMINATIONS: One multiple choice examination and no final, but you will be required to attend class during the final examination period.

WRITTEN WORK:

(1) Evaluations of group members and self. **Due final exam period.**
(2) Group Research Paper.
(3) Individual Research Paper.
(4) Research Permission form signed by Subjects.

ORAL WORK: Group Oral Presentation of Research Project.

ASSIGNMENTS EXPLAINED

The Group Research Project and Paper requires three products and the oral presentation.

(1) A group written product (this may include an appendix video, audio tapes, photographs, etc.); (2) The group oral presentation of the research project; (3) Each individual group member will prepare a research paper which reflects the individual contribution to the group project.

The Topic for this major course project is a description and evaluation of the communication of a leader/follower system. Your group is to pick a leader living in this area. Your group is to obtain permission to carry out the study on the form provided. You may not use any of the ROTC staff or Dr. Shapiro as your subject.

You should collect and analyze data which enables you to describe and evaluate the communicating between: Leader and Followers, Leader and Peers, Leader and Clients/Customers, Leader and Publics, Leader and Media.

Data should be obtained by: Observations, Interviews, Surveys, Published Documents.

The group report should include, in addition to a Report of Data Collected, an evaluation of the leader as a communicator clearly stating the criteria upon which the evaluation of the leader is based and an explanation/defense of those criteria--why these criteria?

The group paper should be no longer than 20 pages exclusive of the appendix and should be in proper research paper style and form. Each paper will be evaluated by two faculty members.

THE INDIVIDUAL RESEARCH PAPER

Each member of the group will prepare a paper in the proper form and style reflecting the data and analysis done as their individual content contribution to the group project stating clearly your specific assignment. Each paper will be evaluated by two faculty members. This paper should be typed. Maximum length 5 pages.

THE GROUP ORAL PRESENTATION

Each group will be given 20 minutes to present their results to the class and faculty. After EXACTLY 20 minutes the faculty will question the presenting group for 10 minutes.

Written evaluations will be provided which include:
Meet time limits.
Was the presentation: clear, well organized, interesting, make most efficient and effective use of group resources, present a convincing evaluation of the Leadership/Followership Communication System, deal with questions effectively.

Each presentation will be evaluated by two faculty members.

READING LIST

Baker, Ann, Women at Work.
Bennis, The Four Competencies of Leadership Training and Development. Journal, August, 1984.
Bormann, E., et al., Interpersonal Communication in the Modern Organization. Chapter 4 -Taking Part in Basic Social and Work Groups; Chapter 7 -Listening; Chapter 8 -Being Evaluated; Chapter 10-Taking the Lead; Chapter 12-Persuasion; Chapter 14-Communication--The Big Picture, (Prentice Hall, 1982).
Burns, J.M., Leadership, pp. 1-28, Harper and Row, 1978.
Gender Questionnaire--4 pages.
Jackson, J., The Organization and Its Communication Problems, Journal of Communication, December, 1959.
Janis, I., Group/Mind, Psychology Today, Nov., 1971.
Kotter, I., Power Dependence and Effective Management, Harvard Business Review, July/August, 1977.
Kotter, Zane, The Feminine Behavior of Powerless People, Savvy, March, 1980.
Likert, R., New Patterns of Management, The Nature of Highly Effective Groups, McGraw-Hill, 1961.
McClelland, D.C. & Burnham, D., Power is the Great Motivator, Harvard Business Review, March/April, 1977.
Mintzberg, H., A Comprehensive Description of Managerial Work from Contemporary Issues in Leadership, edited by Rosenbach, W.E. and Taylor, R. Wate, Westview Press, 1984, pp. 78-85.
Peters, Thomas J., Symbols Patterns Setting.
Stockdale, James B., The Melting Experience, National Review, December 25, 1981, pp. 1534-1537.
Stockdale, James B., The World of Pictures: Reflections on Survival and Leadership, Atlantic, April, 1978, 98-100, 102-103, 105-106.
Tannenbaum, R., How To Choose a Leadership Pattern, Harvard Business Review, May/June, 1973.
Vangelder, Lindsay, Carol Gilligon, Leader For a Different Kind of Future, MS, January, 1984.
Zaleznik, A., Managers/Leaders: Are They Different?, Harvard Business Review, May/June, _______, pp. 86-108.
Zierden, W.E., Leading Through the Followers Point of View, Org. Dynamics, ______, pp. 144-161.

SPEECH COMMUNICATION 5-414 Some Thoughts From Staff

The course offered in the summer is not exactly the same course that is offered in the regular school year. The purpose of the course, the assumptions, and goals are described in detail in the article by Shapiro, McArthur and Cashman in your readings.*

---

*Teaching About Power in Groups: An Experiental Method (may be obtained by writing George Shapiro - listed in Resource Persons Sections.

The Course is about four processes: LEADERSHIP, FOLLOWERSHIP, POWER, and RESPONSIBILITY. In coming to understand leadership we believe it is essential to understand Power and be aware of the implications and responsibilities of the ethical uses of power and the unethical uses of power.

In coming to understand the Leadership/Followership relationship we expect recognition by the follower for responsible vesting of power in leaders. "Followers are as responsible for the leadership they support or allow as are the leaders who direct the actions."

Obviously the staff has a set of assumptions and goals. Operationally these become translated through the course activities which are reflected in the schedule.

We also believe that the staff is another set of resources available to the group. We make those resources available during the regularly scheduled course times by providing: consulting to groups, large groups and intergroup experiences and occasionally making our specialized knowledge available in more traditional form, and at scheduled times making our own meetings available for observation by the membership. But the staff is only one part of the rich human resources you have in this class.

When there is discomfort about the role of the staff, we believe that results more from what the staff doesn't do that from what it does. In other courses at this University you have been conditioned to develop certain expectations for faculty and staff. Our staff style is not intentionally aimed at frustrating those expectations. We fill a narrowly limited role in order to enable the participants to become more aware of the rich resources they bring to the classroom and use those resources.

All of this is aimed at placing the responsibility on yourself for the leadership/followers patterns you develop and follow and the consequences which result in this program.

THIS IS A LABORATORY--HOPEFULY WE ARE ALL HERE TO LEARN. (Staff included)

Requirements:

A. Attendance IF YOU MISS MORE THAN 180 MINUTES OF CLASS, YOU GET AN "N" FOR THE COURSE.

B. READINGS--Twenty one Readings articles have been placed at bookstore.

C. Papers--The day following a small group, intergroup or large group meeting (Every day of the course) you will hand in a short paper (not more than three pages) responding to the following questions.

   1. The major problem which inhibited the resources of my group today was:
   2. What I did as a leader to alleviate that problem:
   3. What I could have done to be a better leader and why I didn't do that:
   4. What I did as a follower to alleviate that problem:
   5. What I could have done to be a better follower and why I didn't do that:

D. Class Activities: Management, Leadership/Followership in Small Group, Large Group, and Intergroup/Activities is the responsibility of the MEMBERS.

E. STAFF ROLES: Management of the course is the responsibility of the Director, Dr. Shapiro, and Associate Director, Dr. McArthur. We will provide activities and resources which are intended to enable students to learn in ways about processes relevant to the goals of the course. (SEE TEACHING ABOUT POWER IN GROUPS ON YOUR READINGS.)

   THE CONSULTING STAFF ARE NOT MEMBERS OF THE GROUPS. THEIR INTERACTION WITH THE MEMBERS IS LIMITED TO PROVIDING CONSULTATION. INTERACTION WITH THE

> STAFF OUTSIDE THE TIME BOUNDARIES OF THE CLASS SHOULD NOT DEAL WITH COURSE CONCEPTS OR EVENTS UNTIL OUR LAST MEETING DATE IN JULY. THE LAST WEEK OF SUMMER SESSION I.
>
> STAFF MEMBERS OTHER THAN THE CONSULTANT ASSIGNED TO YOUR GROUP MAY BE IN YOUR ROOM AT VARIOUS TIMES.

George Shapiro was the recipient of a grant from the Bush Sabbatical Program which enabled him to engage in a project which he described in his application as follows:

> This project will 1) select a group of area people from business, health care, religious, political, mass media, education and social service situations who have been identified by qualified informants as "transforming moral leaders." Burns states that transforming leadership "looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents." Moral leadership means, "first, that leaders and led have a relationship not only of power but of mutual needs, aspirations and values; second that in responding to leaders, followers have adequate knowledge of alternative leaders and programs and the capacity to choose among those alternatives; and third, that leaders take the responsibility for their commitments." The works of Rosabeth M. Kanter[1] and Warren Bennis[2] will also be used to select defining attributes of the leaders to be studied. 2) The second step in the project will be to a) interview the leaders selected in order to gather experiences which they report as important to their development as transforming moral leaders and b) to gather data concerning these leaders' communicating behaviors with followers, peers, clients and publics. 3) I plan to attend 2-4 leadership development programs identified by the leaders as significant to their own development. 4) I will synthesize and integrate theory, conceptual frameworks and experiential learning activities gained by the data collection into courses, advising and University-wide programs.

[1] Kantor, Rosabeth, The Change Masters (New York: Simon and Schuster, 1983).

[2] Bennis, Warren, The Four Competencies of Leadership, Training and Development Journal, August 1984.

Central Methodist College - Fayette, MO William Sheehan

EXECUTIVE LEADERSHIP SEMINAR BU 360 - Spring 1985

CONCEPT

This course is an elective, 2 credit hours, designed for business department seniors. There are no prerequisites. The course will be offered in the spring of each academic year under the catalog number 360 Special Problems.

COURSE DESCRIPTION

A study of executive careers in a seminar format, which will expose students to a series of speakers who are currently managers in their respective organizations. Topics will include management style, strategy planning, decision making, power/authority, job satisfaction, productivity, ethics, marketing, and other topics pertinent to prospective managers.

COURSE OBJECTIVES

1. To provide students first hand, realistic, practical insights into leadership and executive careers.
2. To examine the various roles of the manager within organizations: How he works, what he does, how he does it.
3. To provide students the opportunity to question and exchange views with real world managers.

INSTRUCTORS: President Howell/Colonel Sheehan

CLASS MEETINGS: Wednesday, 6:30 to 8:30 p.m. Meet in the Board Room or as announced.

TEXT: None.

EXAMINATION: None.

COURSE REQUIREMENTS

1. A six to eight page (double spaced) typed paper summarizing what I learned from this seminar.
   a. This assignment is intended to take the form of a personal research paper in which the seminar speakers provide the basis for your writing.
   b. It is not intended that you do a detailed summary of what each speaker said.
   c. Quality of ideas, clarity of expression and appearance of report will be the basis for evaluation.
   d. Follow standard term paper format. Cover sheet, folder, etc.
   e. Report is due at last class. **May 8, 1985.**

2. Individually or as teams of two (assigned at first class meeting) will:
   a. Prepare an advance sheet on a speaker and his/her organization before the date of the presentation. Minimum of two pages. Personal and organization information is to be distributed at the seminar meeting one week before date of the speaker's presentation to class.
   b. Introduce speaker to the class in the seminar meeting. Includes coordinating any requirements the speaker may have in conjunction with his presentation.

GRADE

Course evaluation will be determined as follows:

1. Attendance required. Two unexcused absences result in one letter grade reduction in course grade. A third absence will result in being dropped from the course with a grade of F.
2. Quality of individual participation at seminar meetings.
3. Course report.
4. Advance sheet on executive and introduction.

January 23 - Dr. Howell - Introduction to Seminar
January 30 - Col. W. F. Sheehan, Asst. Prof. of Business & Economics, Chairman of the Dept. of Business & Economics, Central Methodist College
February 6 - Jim Denneny, Southwestern Bell Telephone Co., One Bell Center, St. Louis, MO 63101, (314) 247-3371. This class will be from 6:00 to 8:00 so that students and Mr. Denneny can attend the lecture of Dr. Wilson Key which will be at 8:00 in the E/W Room.
February 13 - No class scheduled due to two classes previous week.
February 20 - Mr. Rick Huffstutter, 310 S. Main, Fayette, MO, 248-5159
February 27 - Mr. Denny Davis, 400 N. Church St., Fayette, MO, 248-3872, President The Wood Creek Corporation, Fayette, MO, 248-5223
March 6 - Rev. Doyne Michie, 616 Lorell Terrace, Atlanta, GA 30328, Retired Minister - Laughter Ministry
March 13 - Randy & Jane Kelly, Kelly's Port, Lake Road 5-14, Gravois Mills, MO 65037, (314) 372-5100
March 20 - Sam Powell, 301 Palo Verde, Malden, MO 63863, Powell Supply, Inc., 276-3444, (wholesale supplies - electrical, plumbing, air conditioning)
March 27 - Mr. Bob McHenry, 175 Quincy Shore Dr., Quincy, MA 02171, (617) 479-7188, Howard Johnsons, One Monarch Dr., N. Quincy, MA 02269, (617) 847-2000
April 3 - Spring Break
April 10 - Robert Shaner, 1336 Rustic View Dr., Manchester, MO 63011, (314) 247-2129, Dean T's son-in-law, Vice President - Board of Directors Alumni Association
April 17 - Glen A. Cox, Jr., 2106 Neptune Ct., Bartlesville, OK 74003, (918) 333-2759, President - Phillips Petroleum (newly elected), (918) 661-3838
April 24 - Dr. Joe A. Howell, President, Central Methodist College
May 1 - W. Darrell Meyer, P.O. Box 1037, Okmulgee, OK 74447, (918) 756-8400, President, First National Bank
May 8 - Col. Sheehan, Asst. Prof. of Business & Economics, Chairman of the Dept. of Business & Economics, Central Methodist College, Critique of Seminar

EXCERPTS FROM STUDENT TERM PAPERS

"This seminar was really a learning experience."
"The benefits of this class are immeasurable."
"I was impressed with several of our speakers who are not wealthy or well known, but who are obviously happy with their lives."
"I realized that in our personal journey to success, each of us travels down a separate highway, but it doesn't mean one is better than another."
"I was impressed with 'MBWA'--Management By Walking Around."
"The speakers convinced me that a person really has to sell himself to other people."
"Without doubt, the most rewarding course I took at college."
"As a result of this course, I wrote a list of personal goals. I also decided to be a success!"
"I wrote down all my goals and I wrote 'the letter' to my parents."
"Each of these speakers added to the liberal arts idea of education at Central."
"I was impressed that every speaker commented on the need to develop social skills."

"Every speaker spoke about success. Surprisingly they all had something to add."

"I enjoyed dressing up every week and meeting such terrific people. I'm amused that the rest of the campus wonders what is going on in the Board Room every Wednesday evening."

"Our speakers ranged from small town entrepreneurs to the president of a major corporation. Each had something different, something special to bring to us."

"A general theme was repeated by almost all of the speakers: know yourself; have confidence in yourself; have a positive attitude; like what you are doing; be prepared for opportunity; set goals; work hard."

"Extremely beneficial to young professionals, places things in perspective, helped define the real world and success for me."

"This course provided an excellent opportunity for students to meet business executives of all kinds and because of their ideas and experiences, I felt better prepared to face the realities of the work world."

"I either learned more in this seminar than in most of my other classes, or maybe I just managed to pull it all together here."

"Executive Seminar was an excellent course for me and I hope every serious business major takes it. Thanks."

"I loved the handsome folder one of the speakers gave to us to help us look professional."

Ohio State University - Columbus, Ohio Keith L. Smith
Leadership Development in Agriculture: 3 Credit Hours

AGRICULTURAL EDUCATION 342 - Spring/86

DESCRIPTION

The purpose of the course is to develop an understanding of leadership with particular emphasis on theory and practice relative to effective functioning as leaders in an agricultural and agriculturally related setting.

RATIONALE

Research indicates a need for agricultural leadership development. For example, a recently conducted study in Nebraska revealed a need for Extension Agents to know more about leadership development and the use of leaders in conducting the Extension program. A national agribusiness symposium, consisting of deans and directors, agribusiness leaders and department chairmen, held on the OSU campus on April 26 and 27, 1977 recommended that an agricultural leadership course be offered by every college of agriculture in the nation. Other agriculture colleges in major universities have recognized the need for development of agriculture leadership courses stressing theory, skills, interaction techniques, and motivational instruction. The University of Minnesota has such a course on leadership development taught by the Assistant Dean of Agriculture. Other major universities with such courses include:

> The University of Nebraska-Lincoln - "Leadership Development and Use in The Extension Service" (Ag. Ed. 4xx/8xx); The University of Wisconsin-River Falls - "Leadership and Group Dynamics" (Ag. Ed. 301-501); The University of Illinois at Urbana-Champaign - "Leadership Development" (Agriculture 199 B); Texas A & M University - "Professional Leadership Development" (Ag. Ed. 489).

This course will offer systematic instruction in the theories, skills interaction techniques and motivation necessary to help prepare a broad range of individuals but especially agribusiness, Extension and related agriculture graduates to be more able leaders for both job related and community activities.

PURPOSE

After the completion of this course students will have: Developed an understanding of the theoretical background of leadership through a study of selected research; been provided practical small group participation experience through class presentations on techniques of leadership; been provided an opportunity to grow in leadership knowledge, skills and abilities; grown in leadership self-awareness and in understanding their style of working with and relating to others and to begin to make appropriate modifications; learned to apply the fundamentals of evaluation to their own and group-related leadership development processes.

COURSE OUTLINE

Session 1	Introduction, 4 Levels of Being, Know Thyself
Session 2	Four Kinds of Knowledge
Sessions 3, 4	Individual Development - Personal Objectives, Habit Formation and Alteration, Self Motivation and Attitudes - Gordon, Chpt. 2
Sessions 5, 6	Becoming an Effective Leader - Definition of Leadership, Characteristics, Types, Roles and Styles - Gordon, Chpt. 1; Cathecart, pp. 367-445
Sessions 7, 8	Acceptance as a Leader, Problem Solving, Motivation, Persuasive Speaking, Techniques of Leadership - Gordon, Chpts. 2-4; Cathecart, pp. 135-210
Session 9	Communications Between Leaders and Groups, Principles of Communication, Effective Listening - Gordon, Chpts. 2-4; Cathecart, pp. 135-210

Session 10	Making The Leadership Team Effective - Gordon, Chpt. 7
Session 11	**Mid-term**
Sessions 12, 13, 14, 15	Group Presentations
Session 16	Group Interaction -- Using Groups in Planning and Problem Solving; Conducting Meetings; Conflict Management; Using Committees - Gordon, Chpts. 8 & 9; Cathecart, pp. 1-61
Session 17	Leaders and Ethics in Leadership
Session 18	A pplying the Fundamentals of Evaluation to Leadership - Cathecart, pp. 447-491
Session 19	Basic Habits of Highly Effective People-Course Summary

REQUIRED TEXTS

Cathecart, Robert S. and Larry A. Samovar. Small Group Communications, A Reader William C. Brown Company, Dubuque, Iowa, Fourth Edition, 1984. OSU Bookstores -- $19.35 - Derby

Gordon, Thomas. Leader Effectiveness Training -- L.E.T. Wyden Books, 1977. OSU Bookstores -- $13.95

REFERENCES

Beach, Dale S. Personnel, The Management of People at Work. MacMillan Publishing Co., Inc. New York, New York, Third Edition, 1975.

Beal, George M., Joe M. Bohlen and J. Neil Raudabaugh. Leadership and Dynamic Group Actions. The Iowa State University Press, Ames, Iowa, 1962.

Burns, James MacGregor. Leadership. Harper Colophon Books, Harper and Row Publishers, Inc. New York, New York, 1978.

Cathecart, Robert S. and Larry A. Samovar. Small Group Communications, A Reader. William C. Brown Company, Dubuque, Iowa, Fourth Edition, 1984.

Cartwright, Dorwin and Alvin Zander. Group Dynamics. Evanston, Illinois: Row, Peterson and Co., Third Edition, 1968.

Gordon, Thomas. Leader Effectiveness Training -- L.E.T. Wyden Books, 1977.

Human Resources. Prentice Hall, Inc. Englewood Cliffs, New Jersey. Fourth Edition.

W. K. Kellogg Foundation. Development of Rural Leadership: Problems, Procedures, and Insights. Battle Creek, Michigan, 1982.

Naisbitt, John. Megatrends. Stroudsburg, Pennsylvania. Hutchison Ross Publishing Company, 1981.

Newman, James W. Release Your Brakes. Charles Slack, Inc., 1977.

Peters, Thomas J. and Robert H. Waterman, Jr. In Search of Excellence. Harper and Row Publishers, New York, New York, 1982.

Schumacher, E.F. A Guide for the Perplexed. Harper and Row Publishers, Inc., New York, New York, 1977.

Stogdill, Ralph M. Handbook of Leadership. New York: The Free Press, 1974.

Trecker, Harleigh B. and Audrey R. Trecker. Working With Groups, Committees, and Communities. Follett Publishing Company, Chicago, Illinois, 1979.

DESCRIPTION OF ASSIGNMENTS

Exams - Will cover material up to the Exam date. Final Exam will be comprehensive.

Group presentation on techniques: Class will break up into small groups and select the techniques they wish to present, e.g.: Small group discussion; huddle group; buzz group; symposium; panel discussion; interrogator panel; committee hearing; dialogue; interview; lectures; brainstorming; role playing; listening teams; observing teams; reaction teams; workshop; conferences; institutes; icebreakers; parliamentary procedure; other appropriate techniques.

Evaluation for this will be by peers (see Leadership Presentations).

Research -- All of your readings should deal with a leadership topic such as motivation, types of leadership, roles of the leader, conflict management, etc. -- not more than one article from a weekly news magazine or newspaper.

I. Biographical information:
  Author; Title; Source: Name of journal, title of book, etc., page numbers

II. The Subject of the Article or book (briefly; 1 page or less)
  A. What was the article all about. This should tell the basic points that the author made.
  B. Be sure this is a short summary of the basic ideas.
  C. It may be appropriate to outline the basic points. Some articles, however, do not lend themselves to outlining. (This should be done for each of the four articles. One typed, double-spaced page is usually enough for each.)

III. After steps I and II for each of the four articles -- What is your reaction to the topic -- this is the most important part of the critique.
  A. Did you like it?
  B. Do you agree with the author?
  C. Have other authors made the same point?
  D. Have other authors made different and conflicting points?
  E. How does the article relate to your experiences?
  F. Would you recommend this article to others?

Involvement -- Will be graded by individual.

STUDENT EVALUATION

DESCRIPTION:	POINTS:
1. Two Exams - Mid-term	100
Final	200
2. Group presentation on techniques	100
3. Research (choice)	100
4 articles - critique of readings	
1 book - critique of book dealing with leadership	
Other - see instructor	
4. Involvement in class discussion	25

PERCENTAGES

A = 100 thru 94
A- = 93 thru 90
B+ = 89 thru 86
B = 85 thru 83
B- = 82 thru 80
C+ = 79 thru 76
C = 75 thru 73
C- = 72 thru 70
D = 69 thru 60
E = Below 60

CLASS REPORT EVALUATION: LEADERSHIP PRESENTATIONS

Please be as objective as possible! Do not consider the brightness of eye, the color of hair, or the cut of the clothes -- unless it relates to the presentation.

Think of this as a constructive critique.

EVALUATION CRITERIA	POSSIBLE POINTS	POINTS EARNED
A. INTEREST Did the presentation keep your attention?	20	______
B. AUDIENCE PARTICIPATION Did they involve the class?	20	______
C. CREATIVITY Did they present the topic in a new or refreshing way?	20	______
D. KEY POINTS Did they stress the important points and tie them in?	25	______
E. SUBMITTED OUTLINE (Judged by teacher!)	15	______
Total Student Score	100	______

COMMENTS:

Wenatchee Valley College - Wenatchee, WA Marilee Smith-Lorenson

STUDENT LEADERSHIP TRAINING MODEL

The model we've developed at Wenatchee Valley College takes a fairly traditional student government model, throws in a few innovations and centers the leadership training around a series of special events throughout the school year.

First, I'll give you a quick description of our student government and then talk about those special training events.

We tend to have a core of about 50 students who attend our leadership events, falling into three categories.

First, of course, is the Student Senate -- traditional in that the 15 members are all elected and provide the legislative function of the Associated Students; updating the Constitution, Financial Code, approving the budget, etc. But beyond that, each member has responsibilities outside of Senate, either as a part of student programs or as a representative on a college committee. For example, the Program Board is actually a sub-group of Student Senate (responsible for booking and organizing the noon shows, evening concerts, films, dances, etc.). Other students sit on the Instruction Council, made up primarily of faculty division chairs, or the Student Services Council, chaired by the Dean of Students. So we go beyond some schools to expand the duties of our Student Senate members.

The second major group of active students are club members and officers. Each organization chooses one person to attend the weekly Activity Council meetings, which schedules and coordinates all activities and trouble-shoots any problems the clubs are having. We include athletics in this category, too, and try to involve a number of them in our training events. Our coaches place a lot of emphasis on leadership skills and encourage their athletes to get involved in student government. We even have a football player running for next year's Secretary position!

The third group of students are those holding Appointive Positions. WVC has always held high regard for student involvement in the many college input and decision-making boards and committees. The student body president is responsible for appointing student representatives to the: Instruction Council, Tenure Review Committee, Academic Regulations Committee, Financial Aid Committee, Student Services Council, Affirmative Action Committee, Publications Board, Library Committee, Student Discipline Committee, and Dismissal Review Board. So you can see that students are involved in all aspects of the college, not just those directly related to student programs and activities.

That is an overview of the structure of the student government: a combination of Student Senate, Activity Council, and Appointive Positions.

We want students to gain two things from the leadership training program: those lifelong skills of communication, decision-making, and time management that will help them in any of their endeavors, and then those specific skills necessary to fulfill their role at WVC. So we tailor our training to give them both.

The first thing that happens in the fall is, of course, Orientation. Our students have a very important role helping new students get acquainted with WVC. The already-elected Student Senate officers & I identify about 25 returning sophomores to serve as Orientation Aides. We bring them in a couple days before Orientation and plan and rehearse the presentations they will make to small groups of new students about some of the programs at WVC and the activities available to them.

The first weeks of school are then spent identifying interested Freshmen for the three Freshmen Representative positions on Student Senate and the many committee assignments.

After elections, the first major training event of the year is the Fall Leadership Conference. We spend about 10 hours off in the hills, this year at a Boy Scout Camp near Mission Ridge, in a combination day of various leadership exercises and the nitty-gritties of student programs procedures. We spend a lot of time brainstorming and prioritizing goals and projects, because we believe that students are responsible for the kinds of programs that occur during their year. There's also a fair amount of "roughing it" that day and the students have an opportunity to get to know each other as they build the fire and fix their own lunch. I think a major role of student programs is just to give students a reason to talk and work together. The actual task isn't always important; the process of interacting is.

Then a few weeks later, we put the students to the test and turn them into teachers. Often the best learning occurs when we try to teach someone else. The ASWVC host what I think may be the only leadership conference in the state for Junior High Students. We work in cooperation with our local principals associations and the Washington Interscholastic Activities Association and bring in about 100 students from over 15 schools for a one-day event. Our 15 Student Senate members plus club officers team up - generally a sophomore and a freshman - as small group leaders to present much the same general leadership topics as covered in the Fall Leadership Conference. It's always a very rewarding day.

In the Winter, when everyone seems to be in a slump, I take just Student Senate on a one-day "refocusing" retreat. That's our time to dig out our goals and to see where we are compared to where we want to be and to brainstorm additional projects. And I throw in a couple of "leadership games."

Throughout the year, we try to take advantage of outside training possibilities. Just before Christmas, for example, more than half of Student Senate attended a "One Minute Manager" workshop sponsored by WVC Community Education and the Chamber of Commerce.

Then again in the Spring, we have another big Leadership Conference. The majority of the time is spent on general leadership skills of problem-solving and decision-making. For the sophomores, we write a resume, identifying the skills they've gained during the year. We also turn our sights to the following year and brainstorm ideas, especially for Orientation. That way, we can capitalize on what the out-going students have learned and tap the energy of the newly electd Freshmen that will take over the leadership roles.

In addition to these special events that provide the core for our leadership training, there is constant follow-up and communication between students, our office, and their advisors, coaches, and instructors. We've been very fortunate to receive continued support for a daily "Student Leadership/Activity Hour." There are no classes scheduled between 12:30 and 1:30 everyday, so that clubs can meet, we can have our noon concerts, intramurals, and Senate and Activity Council meetings.

The model continues to work well for us. All of the students volunteer their time, with the top five Senate officers receiving a tuition scholarship. There are rewards for the students who learn and grow, and there are rewards for the college staff in being a part of it.

Alfred University, Alfred, NY
College Of Business and Administration

David Szczerbacki

MGT 328 Management and Organization Behavior - Spring, 1985

PREREQUISITE

ACC 215, ECO 212. Not open to students who have taken MGT 330.

OBJECTIVES AND APPROACH

The main purpose of the course is to build an understanding of individual and group behavior within organizations, the means of assessing such organizational behavior, and the specific techniques for managing behavior toward improved performance. Through the use of conceptual frameworks and experiential components the course focuses on developing skills related to "what effective managers really do...and how they do it." Designed as a skills practicum, the course differs from many traditional information dissemination-comprehension courses. The course is more like a course in sculpting than art history and appreciation; more like a course on courtroom strategy than contract law; more like a course in teaching techniques than educational philosophy. In brief, it is an attempt to teach a set of skills grounded in behavioral science that are essential for assuming a leadership position in business environments.

REQUIRED TEXTS

L.P. Sayles, Leadership, 1978; D.A. Whetton, K.S. Cameron, Developing Management Skills, 1984. Selected library readings, noted below, will augment the text materials.

COURSE REQUIREMENTS AND POINTS

2 Examinations (one midterm, one final)	400
10 Skill Application Exercises	200
Group Project	200
Class Attendance and Participation	200
Total	1,000

SKILL APPLICATION EXERCISES

One important aspect of this course is its emphasis on management skill acquisition. To facilitate skill learning, students will be assigned a skill application exercise for each module. These exercises should be neatly written in a bound notebook that will be collected for grading three times during the semester. Grading will be based on a 20-point scale for each exercise.

PARTICIPATION

Since this is a practicum, class attendance and participation are vital. One-fifth of your grade will be based on your contribution to the class discussions, general attitude, involvement in the exercises, and skill performance improvement. You will receive written feedback on your class participation at midterm. All absences from class must be discussed with, and justified to, the instructor. More than 2-3 absences from class sessions will substantially lower your participation score. These points will be based on the judgment of the instructor.

EXAMS

You will have two exams, each covering one-half of the course. The midterm will be given during the ninth week and the final will be given during final exam week. Each exam will be worth 200 points. Roughly 50% of the exam will be application-oriented. The exams will cover the texts and supplemental materials discussed in class.

GROUP PROJECT

Much of the work of managers is conducted in the context of work teams. It is common practice for 4-5 managers to research an organizational issue or topic and then present their findings to a management committee. To facilitate the development of these skills, 4-5 students will be assigned to work together on a team project.

Each group will be assigned a case study based on a topic area covered in one of the course modules. The assignment will involve a class presentation and a group paper that develops a thorough case analysis of the study. The case analysis should include the following: (1) A definition of the problem; (2) An analysis of probable causes; (3) A presentation of alternative solutions; (4) A group recommendation; (5) A plan for implementation.

Cases to be analyzed include the following (one per group):

Chapters	Cases (From Whetton/Cameron)
2. Stress	The Case of the Missing Time
3. Problem Solving	Tidewater College
4. Communications	United Chemical
5. Power	Wild Ride for John DeLorean
6. Motivation	Judith Greene
7. Delegation	Meeting at Hartford Manufacturing Co.
8. Conflict	Webster Arsenal
9. Groups	It wasn't just another dull meeting or first meeting at Tampa Pump and Valve

Each group will present its report to the class, who will act in the capacity of an executive management committee. The group will have 30 minutes for the presentation, after which it should be prepared to lead a class discussion of its analysis. The presentation will be worth 100 points and will be evaluated on the following criteria: (1) Clarity and professionalism of presentation; (2) Quality and organization of presentation; (3) Ability to stimulate class discussion; (4) Ability to implement the guidelines for making effective presentations listed in Chapter 9 in the Whetton and Cameron text (pp. 471-479).

The content of the presentation should be reflected in the paper, which will also be worth 100 pts. The content of your analysis will be evaluated on the following: (1) Ability to apply conceptual material; (2) Awareness of organizational dynamics to determine alternatives; (3) Feasibility of implementation; (4) Ability to articulate a logical rationale for the selection of an alternative.

COURSE OUTLINE

Week Of	Topic	Assignment Due *
1/14	Managerial Work	S 1-5, (1) (2)
1/21	Managerial Work	S 6-11, (3)
1/28	Managerial Work	WC Introd., (4), Ex. 1
2/4	Developing Self-Awareness	WC1, (5), Ex. 2
2/11	Managing Personal Stress	WC2, Ex. 3
2/18	Solving Problems Creatively	WC3, (6), Ex. 4
2/25	Group Presentations 2 & 3	WC4, Skill App. Journal
3/4	Spring Recess	
3/11	Establishing Supportive Commun.	WC4, Midterm Exam, Ex. 5
3/18	Gaining Power & Influence	WC5, (7), Ex. 6
3/19	Group Presentations 4 & 5	(8)
3/25	Motivation & Performance	WC6, Ex. 7

4/1	Delegating & Decision Making	WC7, (9), Ex. 8
4/8	Group Presentations 6 & 7	Skill App. Journal
4/15	Managing Conflict	WC8, Ex. 9
4/22	Conducting Effective Group Mtgs.	WC9, Ex. 10
4/29	Group Presentations 8 & 9	(10), Skill App. Journals

*WC - Whetton/Cameron
S - Sayles
( ) - Reading from supplemental reading list
Ex. - Exercise - Specific requirements to be announced.

KEY DATES

1/25	Last day to drop full semester courses
3/13	Mid Term Examination
3/15	Last day to withdraw from full semester courses
5/6	Final Examination (3:30-5:30)

SUPPLEMENTAL READINGS

(HBR-Harvard Business Review)

J. Sterling Livingston, "Myth of the Well-Educated Manager." HBR, January-February.

J. Kotter, "What Effective Managers Really Do," HBR, Nov-Dec 1982, pp. 156-167.

H.E. Wrap, "Good Managers Don't Make Policy Decisions," HBR, October-November, 1976, pp. 91-99.

Jay W. Lorsch, "Making Behavioral Science More Useful," HBR, March-April, 1979, pp. 171-181.

H. Mintzberg, "Planning on the Left Side and Managing on the Right," HBR, July-Aug, 1976, pp. 49-58.

I. Summers and S. Myers, "Creativity Techniques: Toward Improvement of the Decision Process," Academy of Management Review, April, 1976, pp. 99-107.

Rosabeth M. Kanter, "The Middle Manager As Innovator," HBR, July-August, 1982, pp. 95-105.

D. Szczerbacki, "Power In Organizations," (Unpublished Working Paper). "On Reserve" in Herrick Library.

David K. Hurst, "Of Boxes, Bubbles and Effective Management," HBR, May-June, 1984, pp. 78-88.

D. Szczerbacki, "Leadership Education - Now and In the Future," (Unpublished Working Paper). "On Reserve" in Herrick Library.

College Of Business, University of Oregon, Eugene, Oregon James Terborg

MGMT 511 - Management and Organizational Behavior - Fall, 1985
Instructor: Alan D. Meyer Office: 214 Gilbert Phone: 686-5178
Office Hours: U 3:00-4:30 and by appointment

DESCRIPTION: This course deals with the various processes of organizing, motivating, directing and coordinating the efforts of people engaged in purposeful activities. A variety of readings is offered in order to acquaint you with the different perspectives and methods used to analyze individual and group behavior within organizations. The behavioral sciences encompass opposing theories and conflicting research findings, and the course should, therefore, leave you with the conviction that there exist a number of possible solutions to most behavorial problems that occur in organizations. A prime goal of the course is to provide you with sufficient knowledge and critical tools to aid in identifying possible solutions and evaluating their most likely consequences. In short, you should become a more sensitive and creative organizational analyst.

PERFORMANCE EVALUATION: Your grade in this course will be based upon: (1) participation in class discussions; (2) written analysis of organizational issues [25%]; (3) an in-class midterm exam [33%]; and (4) a take-home final exam [33%]. Exams and written analysis will be graded to reward those who are able to integrate and apply concepts and theories to create thoughtful analysis of organizational problems and issues. Participation in discussions will be evaluated because the success of the course will be largely dependent on the frequent exchange of viewpoints and work experiences.

TEXT: Miles, Raymond E., Theories of Management: Implications for Organizational Behavior and Development. All other assigned readings are included in a package of Xerox materials available at Kinko's.

MANAGERIAL WORK AND MANAGER'S THEORIES: (October 2)

READING: Business Week, "B-School Buzz Word: Creativity"; Miles, Introduction, Chapters 1, 2, 3; Mintzberg, "The Manager's Job: Folklore and Fact"; Perrow, "The Short and Glorious History of Organizational Behavior."

ASSIGNMENT: Case Notes: "Making Quota." Answer the questions at the end of the case. Please bring to class a one-page description of your work history, with special emphasis on the most troublesome organizational problems you've encountered. The purpose of this is to help link up course discussion and your experiences. Too often, I've found near the end of a course that I've ignored some valuable resources within the class, and/or failed to address some important issues. Include your address, phone, field of study, and if possible, attach a picture of yourself (any old snapshot).

DISCUSSION OF THE READINGS: The first section is intended to give you a broad picture of the general terrain to be covered during the course. The Business Week piece on creativity is included to highlight the importance of critical and creative thinking in a course like this.

Miles' Introduction is important. Chapters 1 and 2 present a simplified view of the role of management in an organization--integrating a collection of organization variables and human variables to achieve some objective. Chapter 2 concludes with a model tying everything together in a directional diagram. Chapter 3 then enunciates the importance of "managers' theories of management" in understanding how values attach to the variables in the model in actual situations.

Mintzberg explores several well-established myths about what managers do all day. He refutes the notion that managing is a reflective, logically precise profession. Instead, he portrays managerial work as a fast-paced stream of complex and disjointed activities wherein success often results from intuition, hunches, and intellectual flexibility.

The Perrow article explains what the study of organizational behavior is generally about, summarizes the field's historical origins, and gives some indication of the variety of approaches that are followed by various specialists within the field. There is more meat in the article than you can absorb right now. A second reading of the article at the end of the course is strongly urged to help pull together the separate topics we will examine.

PERSONALITY AND PERCEPTION: (October 7)

READING: Argyris, "Personality and Organization"; Strauss, "The Personality vs. Organization Theory."

FILM: "Communication: Nonverbal Agenda"

DISCUSSION OF THE READINGS: We begin with the spotlight on the individual human being. Theorizing about the psychology of the human animal must start with a few assumptions: behavior is not randomly determined, but purposively and intendedly rational. Man acts in response to a set of needs (wants, drives, motives). Such needs are a product of heredity and environment (nature vs. nurture), in some unknown combination. (Note: these assumptions seem intuitively true: however, much debate about them still goes on in individual and indifferential psychology.) Given these assumptions, we can begin to look at various conceptions of the process of need formations (here) and motivation (below).

Argyris is concerned about the inherent conflict between dimensions of individual personality and the demands of organizational life. (Note that Argyris' conception of human personality, not just need structure, is central to his position.) Argyris makes a powerful argument. His discussion of defense mechanisms is a classic statement which appears to explain much observed behavior in organizations. Strauss, one of his most perceptive critics, states a counter-argument. You should attempt to decide how much of Argyris endures in the face of such criticism (i.e., to what degree has Argyris overstated his case?)

MOTIVATING PEOPLE: (October 9)

READING: Herzberg, "One More Time: How Do You Motivate Employees?"; McClelland, "Power Is the Great Motivator."

WRITTEN CASE ANALYSIS: "State Bank." (1) Present your diagnosis of the motivation problems in the Phone Inquiry Department. (2) If you were in the casewriter's position, what would you do? Length: Maximum 4 typed, double-spaced pages. **Due October 9.**

DISCUSSION OF READINGS: Herzberg is probably the most widely read and influential theorist on motivation. After reading his article you should understand clearly what he means by "Satisfiers" and "Dissatisfiers," and how they link to motivation (where does money fit in?). While his theory has a high degree of intuitive appeal, serious questions have been raised by scholars about the validity of his research findings and their generalizability.

Herzberg's is not the only conceptualization of needs which has motivational implications. McClelland's theory is equally sound and more solidly based in actual research. He identifies four basic needs (achievement, affiliation, autonomy, and power), and postulates that all may exert motivational forces (as opposed to Maslow's sequential ordering). He further argues that the intensity of each need pattern is different among people, and that such patterns remain relatively constant over time and do not disappear as motivators merely by becoming satiated (as Maslow's theory proposes). "Power is the great motivator" suggests that the needs that motivate managers and those that motivate their subordinates may be quite dissimilar.

NOTE: You should complete Jackson's four personality subscales before reading McClelland.

REINFORCING BEHAVIOR: (October 14)

READING: Miles, Chapter 8; Barrett, "Senior Payroll."

FILM: "Business, Behaviorism, and the Bottom Line"

DISCUSSION OF THE READINGS: Miles (Chapter 8) provides an excellent introduction to this area with the concept of a reward system, which he then places within the broader path-goal framework by discussing Maslow's ideas and, in turn, the work of Porter and Lawler. The Porter-Lawler model is a dynamic model which shows how intricate and complex the reward-incentive process can be over time. The model is also valuable because it provides a neat analytical tool for evaluating proposed motivational schemes.

The Barrett piece illustrates some practical difficulties with using reward policies in attempting to shape employees' behavior.

REWARDING AND PUNISHING: (October 16)

READING: Kerr, "On the Folly of Rewarding A While Hoping for B"; Heller, "The Office in Which I Work."

CASE NOTES: "Stephen Doyle." Evaluate Doyle's plan for improving performance of the emergency room clerks.

DISCUSSION OF THE READINGS: Kerr shows that attempts to reward performances can lead to unforeseen (and often bizarre) consequences. The obvious point is that reward systems often fail to work as anticipated. Consequently, managers often use other tactics to control behavior. The Heller piece describes a common approach--fear of punishment--that is often ignored by management theorists.

DESIGNING JOBS: (October 21)

READING: Miles, Chapter 4; Hackman et al., "A New Strategy for Job Enrichment."

CASE NOTES: "Hovey & Beard Company." Analyze the events described in the case (what are their underlying causes?)

FILM: "Loose Bolts"

DISCUSSION OF READINGS: Miles links job design to management theory. Hackman and his colleagues present a more recent and comprehensive approach to redesigning work.

BEHAVING IN GROUPS: (October 23)

READING: Leavitt, "Suppose We Took Groups Seriously."

DISCUSSION OF READINGS: Groups and group behavior are such a vast topical area that only a limited survey is possible here. Our concern thus far has been individual behavior. Groups are more than a collection of individuals; they encompass an unbelievably complex set of behaviors and interactions. The objective here is to help you appreciate this complexity.

Leavitt notes that in most organizations: Comparatively stable structures are created; Positions are staffed; and Only then are groups permitted to form. He offers a provocative alternative: Why not begin by selecting and hiring stable groups, and then erect organizations around them?

DESIGNING WORKGROUPS: (October 28)

READING: Nadler et al., "Designing Effective Work Teams"

CASE NOTES: "The Rubber Chicken Award." Do you think Kelly's approach to job design will work?

DISCUSSION OF READING: Nadler's chapter discusses how managers' choices about a work group's design influence its effectiveness--taking into account task demands, members' characteristics and group norms.

MIDTERM EXAM (October 30)

Be prepared to write answers in class to 3 or 4 questions to be announced from the set distributed last week.

ASSIGNMENT: For each question, bring to the exam a written one or two-sentence introduction and a thumbnail outline indicating the main points you intend to raise, the authors you intend to cite, and the conclusions you intend to reach. These notes may be used during the exam.

LEADING AND FOLLOWING: (November 4)

READING: Burke, "Leaders: Their Behavior and Development"; Miles, Chapter 7; Tannenbaum and Schmidt, "How to Choose a Leadership Pattern"; Kiechel, "Wanted: Corporate Leaders."

FILM: "Leadership: Style or Circumstance"

ASSIGNMENT: Complete **LEAD** questionnaire and bring it to class.

DISCUSSION OF READINGS: Most of us think we know something about leadership, but when we try to define the term, we end up speaking in vague generalities. We speak of born leaders or natural leaders, but disagree about the characteristics or qualities of these leaders.

Many studies have been conducted trying to identify the characteristics of effective leaders or leadership behavior, but these have failed to lend substance to a natural leader theory. What has generally been found is that leaders emerge in groups as a function of the ability of an individual to contribute to the needs of the group. Thus, it would appear to be more valid or appropriate to speak of leadership than of leaders. When the needs of the group change, leadership also changes, unless the social structure is so rigid that change cannot occur. Under these latter conditions, the system of formal leadership may break down and be replaced by informal leadership. Hence, at the outset, we can ask the question whether leadership isn't better conceived of as a phenomenon which does not attach to individuals, but to groups in given circumstances.

Burke summarizes the history of leadership theory and research. Miles discusses leadership style and the value of formal approaches to participation. Tannenbaum and Schmidt urge leaders to alter their actions to fit the situations they face. Kiechel spotlights two current fads in leadership--culture and charisma.

DECISIONS, DECISIONS, DECISIONS! (November 6)

READING: Simon, March and Cyert (excerpts); Mintzberg, "Planning on the Left Side and Managing on the Right"; Parkinson, "High Finance."

DISCUSSION OF THE READINGS: The above readings illustrate a behavioral approach to decision making. Your other courses have probably acquainted you with classical decision theory. The classical approach assumes that decisions are rational, expected-value maximizing choices based upon perfect information. The behavioral approach, however, argues that these assumptions do not usually obtain when organizational decisions are made and emphasizes the cognitive limits of people during information processing and decision-making activities.

The excerpts from the thinking of Simon, Cyert, and March summarize the Nobel prize-winning concept of bounded rationality. Mintzberg treats similar topics by linking recent research about the left and right hemispheres of the brain to managerial work. Parkinson implies that some organizational decisions are even less rational than most behavior theorists suspect.

DESIGNING ADAPTIVE ORGANIZATIONS: (November 11)

READING: Miles, Chapter 5; Strauss, "Adolescence in Organizational Growth"; Galbraith, "An Information Processing Model of Organization."

WRITTEN CASE ANALYSIS: Prebuilt, Inc. Write a four-page report recommending structural changes for Prebuilt.

DISCUSSION OF THE READINGS: This section is a brief introduction to the area of organizational design. Miles discusses the design of organizations and once again ties this to theories of management. Strauss clearly illustrates the stresses that growth can exert upon the design of organization. Galbraith contends that information-processing needs largely determine an organization's optimal design.

COMMUNICATION AND CONTROL SYSTEMS: (November 13)

READING: Miles, Chapter 6; "Departmental Goals and University Controls."

ASSIGNMENT: Complete the questionnaire about your values and write your name on the first page--it will be collected in class, scored, and returned next week for discussion.

DISCUSSION OF THE READINGS: The objective of this section is to illustrate the broader (and often unforeseen) consequences of managerial attempts at rewarding, communicating, and controlling.

In Chapter 6 Miles decribes managerial communication and control systems. Budgetary decisions and MBO are also mentioned. "Departmental goals and university controls" argues that the control and reward systems in effect at the University of California have had some peculiar effects on graduate students at that institution. Are similar examples from your own experience brought to mind? (A recruiting system that causes more frequent equipment breakdowns, etc.)

ORGANIZATIONAL POLITICS (November 18)

READING: Salancik and Pfeffer, "Who Gets Power--And How they Hold On To It"; Sykes, "Corruption of Authority and Rehabilitation."

DISCUSSION OF THE READINGS: Salancik and Pfeffer develop a strategic-contingency model of power. Note the distinction between "clean" and "dirty" power, and the impact of each upon organizational adaptation. Sykes demonstrates that even in rigid bureaucracies, rank-and-file members are often able to exercise power.

POWER AND CONFLICT (November 20)

READING: Kotter, "Power, Dependence, and Effective Management"; Main, "How to Be a Better Negotiator"; Pearlstine, "Rallying the Ranks."

ASSIGNMENT: Complete the questionnaire titled, "What should a manager do?" and bring it to class.

DISCUSSION OF THE READINGS: Kotter discusses some sources of managers' power and illustrates how power is used. Main focuses on tactics for negotiating. Pearlstine shows that conflict in the labor relations area can be highly ritualistic.

CHOOSING WITHIN ORGANIZATIONS (November 25)

READING: Vroom, "New New Look at Managerial Decision Making"; Meyer, "Hospital Capital Budgeting."

DISCUSSION OF THE READINGS: Vroom presents a contingency scheme used to select the appropriate amount of subordinate participation for a given decision. This is a good example of recent attempts to marry social psychology with management science techniques. It implies that participation and delegation may serve as substitutes for leadership.

Meyer contends that capital budgeting decisions must combine rational, political, and ceremonial elements.

MANAGING INFORMATION--NOW AND IN THE FUTURE (November 27)

READING: Luthans, "Emerging Trends and Future Prospects."

CASE NOTES: Kover, "Reorganizing and Ad Agency." Managing information flows presented a vexing problem for the Paragon Ad Agency. What structural or behavioral changes would you recommend to help solve the agency's problems?

NURTURING ORGANIZATIONAL CULTURES (December 2)

READING: Business Week, "Corporate Culture" and "Apple's Counterculture"; Hatvany and Pucik, "An Integrated Management System: Lessons from the Japanese Experience"; Manager's Journal, "Quality Circles Come Full Circle"; Miles, Skim Chapter 11 and read Chapter 12.

DISCUSSION OF THE READINGS: As discussed in the articles from Business Week, corporate culture is just about the hottest, freshest route to organizational success--or is it? Hatvany and Pucik summarize the very chic Japanese approach--do you see this as a sound prescription for many or most U.S. organizations? Then read the Manager's Journal and try to recall some earlier prescriptions for managers that also came "full circle." Finally, sample Miles' Chapters on Organizational Development (OD). In part, OD is an outgrowth of the sensitivity training movement of the 1960's. Now--based on all this--try to draw some general conclusions about the relationships between behavioral science and management.

MANAGING ORGANIZATIONS' IDEOLOGIES (December 4)

READING: Manager's Journal, "Don't Discount Corporate Meetings"; New Yorker, The Corporate Mind at Dinner"; Peters, "Putting Excellence into Management"; Cray, "A Billion Levis Later."

DISCUSSION OF THE READINGS: Ideologies have been defined as "relatively coherent sets of beliefs that bind people together and explain their worlds in terms of cause-and-effect relations. The Manager's Journal and New Yorker pieces illustrate some ways that organizations create and display ideologies.

Peters summarizes his best-selling formula for organizational excellence. What is your evaluation of its validity? Gray describes an organization that has a reputation for social responsibility as well as excellence. How well does Levi Strauss fit into Peters' model?

FORMULATING ORGANIZATIONS' STRATEGIES (December 9)

READING: Miles, Chapter 14; Miles, et al., "Organizational strategy, structure, and process."

DISCUSSION OF THE READINGS: Miles' concluding chapter is mercifully brief. The strategy article claims that in any industry, firms can be classified according to a fourfold typology (Defenders, Prospectors, Analyzers, and Reactors). Do you agree? You might begin by deciding which strategy is being pursued by your current employer (or another familiar organization). Does your organization have characteristics similar to those proposed in the article?

REVIEW AND CONCLUSION (December 11)

READING: Perrow, "The short and glorious history of organizational behavior." (NOTE: Review this article which was assigned for our first meeting.); Woodworth, "Hard Hats in the Boardroom: New Trends in Workers' Participation."

FILM: "Up the Organization"

DISCUSSION: Our last class session will tie together some loose ends, and perform a postmortem on the course as a whole.

Hubert H. Humphrey Institute of Public Affairs
University of Minnesota - Minneapolis, MN

Robert W. Terry

EDUCATION FOR REFLECTIVE LEADERSHIP 1986-87

PREMISE

The ladder to leadership in our society is often climbed on the rungs of specialization. But leadership is more than specialized competence. It demands a breadth of vision to shape actions within their larger context. It requires the flexibility to anticipate change and the ability to grapple with complex and often contradictory problems in a world whose people and resources are becoming increasingly interdependent. Learning to be a leader is a lifelong process requiring both experience and reflection on that experience. It necessitates ethical clarity and sensitivity. It also requires openness to new ideas.

Education for Reflective Leadership is a unique midcareer program designed for experienced practitioners from varied backgrounds. The program is designed to challenge participants to broaden their perspectives on themselves, their environment and their view of the world.

Participants share in disciplined inquiry into the character and techniques of public leadership. They examine problems in social ethics, explore emerging and persistent public policy issues, link theory and practice.

This program brings together leaders with diverse interests to consider action for the common good. Public affairs is not a separate profession like business, law or medicine. Rather it is the public responsibility component of every discipline and profession. The field of action is as small as a neighborhood and as large as the world.

In practice and in theory, public affairs means transcending the boundaries of specialization. It means bringing everyone into the act and still getting action. It means solving problems in the public interest.

GOALS

The Reflective Leadership Program encourages participants to: clarify, critique, and develop their own ethical perspectives on the functions and methods of public leadership; connect their ethical frameworks to policy issues; understand a range of policy issues likely to be prominent on the public agenda within five to ten years; sharpen analytical and problem framing skills; and develop and enhance interpersonal skills.

PROGRAM OFFERINGS

Leadership in Public Policy Seminar; Ethics in Public Policy Seminar; Leadership Consultation Series; Custom-made Seminars.

LEADERSHIP IN PUBLIC POLICY SEMINAR

The principal vehicle for the Reflective Leadership Program is the Leadership in Public Policy Seminar. This 30 week (3 quarters) seminar revolves around the issues most likely to be critical in coming decades.

PARTICIPANTS: The forty-five participants enrolled each year come from varied backgrounds in government, business, the media, the professions, labor unions, foundations, associations, educational and religious institutions, community groups and other types of profit and nonprofit enterprise. They include about a dozen North-South Fellows--mid-career professionals from developing nations, also interested in integrative thinking. Participants have ten years or more of leadership experience.

The faculty are all well-known scholars and reflective practitioners drawn from the University of Minnesota and other educational and research institutions as well as from state, national and international policy arenas.

FORMAT: The seminar is challenging, demanding, time-consuming and intense. In addition to weekly sessions, it involves two overnight retreats, independent reading, outside work on a policy team and time set aside for reflection. The seminar uses a variety of educational tools and techniques to link theory and practice. These include role-playing, simulation, small group interaction, films, journal writing, lectures, discussion and presentation. Throughout the course, participants are expected to take active roles in discussion and debate, lead parts of the seminar and serve as resources to other participants.

The Leadership in Public Policy Seminar meets Monday evenings, 4:00 to 9:00 p.m., from September to June. Most sessions are held in the Humphrey Institute living room at 2610 University Avenue in St. Paul. Dinner is provided.

CONTENT: "What is Leadership?" - September 19-20 Fall Retreat
Purposes: (1) To get acquainted with one another and with the goals of the program; (2) to become active members of 10-12 person Leadership Learning Teams (LLTs) which will meet throughout the seminar to discuss the content of the Monday evening sessions; (3) to examine the definitions, dimensions and directions of leadership.

FALL QUARTER

"CRISES OF LEADERSHIP" - In these sessions participants will explore how three major societal issues affect leadership.

September 29-Technology and Science--will examine scientific methodology and reasoning and how these modes of thought challenge visionary and intuitive thinking.

October 6-Gender--will examine gender differences and implications for differing leadership styles, including an examination of feminist perspectives on leadership and power.

October 13-International Governance--will consider how to govern in a world in which no single country or person is in charge and what that means for those who lead corporations, states, or countries.

"PERSPECTIVES ON LEADERSHIP AND PUBLIC POLICY" - Leadership is viewed differently from different perspectives. This block of sessions will include an examination of five generic perspectives leaders use to organize their life experiences and make policy recommendations. Participants will be challenged to examine their own and others' perspectives and to explore how to work with people who have different perspectives.

October 20-Overview of five generic perspectives including survivalist, free market, systems, culturalist and radical perspectives.

October 27 - Race) Panels will be assembled around these topics, with
November 3 - Class) representatives of the different perspectives brought
November 10 - Governance) in to engage one another in lively debate.
November 17 - Perspective on self

"THEORIES OF LEADERSHIP" - In these sessions participants will explore the major schools of leadership theory. They will examine biographies of past and current leaders and test various theories against the individuals' leadership styles. At least one nationally recognized leader will participate in the sessions as a living case study.

December 1 - Current Leadership Theory
December 8 - Case studies of leaders

WINTER QUARTER

"LEADERSHIP AND ETHICS" - In these sessions, participants will tie personal to public ethics in both local and international contexts.

January 5 - Personal Stories, Sacred Texts and Values--Leadership involves analysis of risk-taking. Participants will use stories and parables to examine the nature of risktaking and its relation to personal values.

January 12, 19 - Law and Justice--Participants will explore timely complex policy cases that raise ethical issues and require ethical decisions.

January 26 - Private Ethics and Public Morality--Participants will explore whether or not it is possible to translate one's private ethical code into public policy. They will focus on Machiavelli's The Prince.

February 2 - Building a Leadership Ethic--Participants will examine and critique a major proposal of an ethic for leaders developed by the Humphrey Institute's Leadership Program.

"LEADERSHIP: THE PERSONAL DIMENSION" - February 6,7 Winter Retreat
Purposes: (1) to examine one's personal style of leadership; (2) to strengthen one's courage to risk being a leader; (3) to deepen one's personal vision of leadership.

"CONTEXT FOR LEADERSHIP--MACRO TRENDS" - February 16,23/March 2,9 Participants will examine the major global trends that face today's leaders, including the information society, world security and disarmament, human rights and developments in technology.

SPRING QUARTER

THE PRACTICE OF REFLECTIVE LEADERSHIP" - March 23-May 11 During the Fall Quarter, participants will be divided into policy teams. Each team will meet outside normal seminar time to develop a policy seminar that they will teach to other participants during the Spring Quarter. Topics for the policy teams will be chosen by participants.

"PUTTING IT ALL TOGETHER" - May 18 Reflection on Leadership and Self--Participants will have the opportunity to review the year, take stock of what they've learned and set new directions. June 1 Final Banquet and Celebration

COST AND CREDIT

The seminar fee is $2,000.00, which includes weekly dinners, the two overnight retreats, books, and all course materials. Academic credit is available (12 credits).

ADMISSIONS POLICY

Eligibility to enter the program is defined not in terms of age or educational background, but in terms of experience. A few participants each year are under the age of 35, and a few are in their 60s. Basically the program is for men and women who believe that their best years and broadest responsibilities still lie ahead of them.

The admissions committee for the Leadership in Public Policy Seminar selects forty-five participants each year. In this selection process, the committee focuses on assembling a group that represents a wide variety of professional fields, ethnic backgrounds and leadership expertise. Selections are made on the basis of an application form, three recommendations and an interview. The committee meets periodically throughout the year to review applications. It is therefore to the applicants' advantage to submit application materials as early as possible. Applicants will be notified in writing of the committee's decision.

To obtain application materials or further information, call the Leadership Program at (612) 376-9855. NOTE: Educational expenses undertaken to improve business or professional skills are tax deductible.

ETHICS IN PUBLIC POLICY: THE COURAGE OF LEADERSHIP

The Reflective Leadership Program offers a seminar on ethics in public policy. Its primary goals are to explore ethical aspects of complex public policy issues and find ways to enhance personal moral courage.

The seminar will challenge participants to:

1) Probe deeply into their own personal values and ethical frameworks. The seminar will begin with a retreat designed to clarify and place in priority participants' personal ethical frameworks.
2) Test traditional ideas on emerging ethical issues in biomedicine, journalism, business, education and other areas. The following kinds of questions will be explored:
   Should health care be rationed?
   Should all people have equal access to quality health care regardless of ability to pay? How should decisions be made regarding allotment of scarce human organs?
   Should journalists ever withhold information for national security reasons? What are the ethical implications of the concentration of media organizations in the hands of a few media groups?
   Should businesses upgrade services or product lines beyond competitive necessity? Should multinational corporations have international controls?
   Should school integration continue as a primary U. S. public policy? Who should fundamentally determine the purposes of education: the state, parents or educators?
3) Connect ethics and leadership. Participants will consider whether leadership is inherently ethical and ask whether tyrants and oppressors can be leaders.
4) Critique their personal views and provide resources for fresh, ethical thinking. Participants will reflect on their inherited ethical frameworks and test their adequacy for dealing with current and future public policy issues.

The seminar fee is $750.00, which includes the overnight retreat, books and all course materials. A variety of teaching methods will be used, including case studies, role playing, simulations, lectures, small group interaction, journal writing and personal and team reports.

The Ethics in Public Policy Seminar is designed for those leaders who want to examine personal and public ethics. The seminar will be limited to thirty mid-career participants who represent a wide variety of professional fields, ethnic backgrounds and leadership expertise. Selections are made on the basis of an application form, recommendations and an interview.

To obtain application materials or further information, call the Leadership Program at (612) 376-9855.

LEADERSHIP CONSULTATION SERIES

Throughout the year, the Reflective Leadership Program convenes small groups of community leaders to explore current policy issues with leading scholars and practitioners. Featured guests include authors of new policy studies, experts on specific issues, and distinguished practitioners from government, business or the independent sector. Topics explored in past consultations include, among others: the Feminization of Poverty, the Future of the Juvenile Court, Leadership and Community Power, Private Sector Leadership in the Public Arena and Human Rights in El Salvador.

Consultations usually involve 15 to 30 people in informal discussion over breakfast or lunch. They are generally held in the Humphrey Institute living room. Consultation fees range from $5 to $20 per consultation and include the cost of meals.

If you are interested in receiving invitations to the consultation series, contact the Reflective Leadership Program at 376-9855 and specify your areas of interest.

CUSTOM-DESIGNED SEMINARS

The Reflective Leadership Program works with special constituency groups to design seminars on leadership, public policy and social ethics. Custom-designed seminars have been developed with school systems, elected officials, rural communities, businesses and professional organizations. The seminars are tailored to the needs of each group. A sampling of past seminars is listed below:

WOMEN AND LEADERSHIP SEMINAR - The Women and Leadership Seminar was designed for participatory learning. It focused on women as leaders rather than on women's issues. Participants were women serving in a variety of leadership positions in the Twin Cities. Questions addressed included: How have women achieved positions of leadership in public affairs? Are their leadership styles different from those of men? Have women chosen different fields of interest? Once women have identified and provided leadership in a new area, does second-tier leadership go to men? How does participation in a women's or community organization serve as a training ground for leadership? How do women leaders integrate family life and leadership positions? What is leadership from a feminist perspective? Has history ignored women leaders; if so, which ones?

An extensive reading list has been developed and each participant should read at least one biography or autobiography of a woman leader.

LEADERSHIP IN EDUCATION SEMINAR - The Leadership in Education Seminar series was a program for selected leaders in the field of education. They met with policy makers and experts to consider key issues and trends affecting educational policy, and to develop strategies for their own future actions. Participants discussed the nature of leadership in a democratic society and examined their own leadership styles.

PUBLIC OFFICIALS SEMINAR - The Minnesota Public Officials Seminar was a program for legislators and other elected officials, and key staff members who serve such officials. Small groups of officials met with experts on leadership policy processes and public issues to sharpen skills and explore key issues and trends. The seminar provided a nonpartisan setting in which officials could explore common problems and share and reflect on their experiences as public leaders.

LEADERSHIP FOR BUSINESS SEMINAR - The Leadership for Business Seminar was designed for middle and upper level managers of a Twin Cities multinational corporation. Participants examined leadership within their corporate culture, reflected on their own leadership styles and analyzed the corporation's short and long-term missions. They were challenged to explore the nature of power in corporate life and how leadership links power to corporate and personal missions. Attention was given to the distinctions between management and leadership.

If you are interested in working with the Leadership Program to design a seminar that meets your needs, contact Sharon Anderson at (612) 376-9855.

THE HUBERT H. HUMPHREY NORTH-SOUTH FELLOWSHIP PROGRAM

Each year the Hubert H. Humphrey North-South Fellowship Program brings to this country a group of mid-career professionals from developing nations. The program, which was created in 1978, is funded by the U. S. International Communication Agency (under a provision of the Fulbright Exchange Program) and is administered by the Institute of International Education.

Men and women chosen to participate in the Humphrey North-South Program have exemplified leadership in public service in their own countries, in the fields of agriculture, health and nutrition, planning and resource management, or public administration.

The fellows come to the United States for a one-year specially designed program of advanced study and work-related experience and are placed in groups at selected U. S. universities, depending on their particular areas of interest. During the academic year the Humphrey Institute hosts from 10 to 12 North-South Fellows.

Besides the Leadership Seminar in Public Policy, the Fellows take part in a seminar on Modernization and Human Dignity, where they examine problems common to developing nations. A final component of their program is the opportunity to learn more about their fields of expertise, both through coursework at the University of Minnesota and through meetings with fellow professionals in Minnesota and around the country.

In addition, all of the fellows studying in the United States are brought together in the fall for a one-week workshop held in Washington, D.C., and again in the summer for a one-week wrap-up session hosted by the Humphrey Institute on the University's Twin Cities campus. Besides serving as a forum for formal discussion of North-South issues, the June workshops give the fellows a chance to meet with members of the Twin Cities community and to establish strong bonds of friendship, with Americans and with each other, before heading back to their own countries.

THE HUMPHREY INSTITUTE OF PUBLIC AFFAIRS

The Humphrey Institute was founded in 1977 to honor Senator Hubert H. Humphrey, to serve as a memorial to his distinguished career and to reflect a commitment to the ideals that shaped his public life.

Working within the University of Minnesota's many disciplines and professions and outside the university with diverse people and institutions, the Humphrey Institute fuses integrative policy analysis, midcareer education for leadership, service to the community, and training of graduate students for roles in the policy process. Students, midcareer leaders and policy researchers work together on real world problems.

The Humphrey Institute's location at the University of Minnesota gives participants access to faculty members who have international reputations as scholars and researchers.

Minnesota and the Minneapolis-St. Paul area are known as places where government is responsive to a responsible citizenry, where businesses foster a high level of entrepreneurship and innovation and where corporations have made major investments in the community's social and cultural climate. This community is an ideal setting for the Humphrey Institute's Reflective Leadership Program.

West Virginia College Of Graduate Studies Powell Toth
Institute, West Virginia Phone: 768-9711
School: Education Department: Educational Administration

Course: ED. ADM. 710 **Title: PRINCIPLES OF EDUCATIONAL LEADERSHIP**
For: Doctoral and Superintendent Certification Program Students
Instructor: Powell Toth Prerequisite: Consent

RATIONALE

Leadership is a relationship between people. It is displayed when a person affects another person or group of people.

Leadership is characterized by the initiation of a new structure or procedure for accomplishing an organization's goals or the utilization of existing structures to achieve organizational objectives. Therefore, leadership can be better understood in terms of what the leader does rather than who the leader is.

The general purpose of the course, Educational Leadership, is to enable potential leaders to define and classify goals and to initiate or utilize new structures to achieve these goals. To achieve this purpose, this course will focus on the skills leaders need to pursue these ends.

GOALS

The aim of this course is to study the problems of school leadership in the areas of administration, supervision, and instruction.

SPECIFIC OBJECTIVES

1. To recognize the different leader styles and their effects on subordinates. (6.0*)
2. To utilize systems analysis applications. (7.0**)
3. To understand the process of organizational goal development. (1.4)
4. To develop planning skills and techniques. (3.1)
5. To understand group functions in an organizational context. (5.1)
6. To develop a decision-making model. (5.2)
7. To analyze and manage organizational and personal conflict. (5.3)
8. To comprehend the organizational change process. (5.4)

CONTENT/MAJOR TOPICS

1. Manager's role/role theory
2. Theories of Leadership
3. Nature of the leadership function
4. Leadership in decision-making
5. Team management/team building
6. Systems theory
7. Systems planning
8. Systems/goal analysis
9. Manage Information Systems
10. Communication Systems
11. Motivation
12. Conflict management/resolution

*Principal competency
**Both principal and superintendent competency number 7.0

Incarnate Word College - San Antonio, Texas Keith Tucker
Tuesday & Thursday, 1:00-2:15p.m., Rm. 128 - Admn. Bldg.

THE LEADERSHIP SEMINAR

COURSE DESCRIPTION

The Leadership Seminar is conceived as a laboratory in which philosophical issues, theory, application and feedback can be integrated for an experience in leadership. It will consist of lectures, readings, situational experiences, guest speakers and audio-visual materials involving various on-campus disciplines.

OBJECTIVES

1. To become knowledgeable of leadership theory and research.
2. To explore philosophical issues of leadership.
3. To experience and learn leadership skills.
4. To observe and try leadership skill in a real life situation.
5. To develop new communication skills.
6. To become more aware of oneself.

COURSE CONTENT

1/12	Introductions
1/17	Syllabus discussion - "Identifying Leadership," Team designation
1/19	Team conduct acquaintance activities [establish mentor system]
1/24	Debora Schmidt - Public Speaker, Counselor; Consultant - Drug Awareness Center
1/26	Communication Concepts [choose area of applied leadership]
1/31	Sr. Margaret Patrice Slattery, President, I.W.C.
2/2	Teams demonstrate "I" message demonstrations
2/7	Completion of "I" message [sharing/discussion of successor need with mentors]
2/9	Team conduct Goal Setting session
2/14	Neuro-linguistics and communication
2/16	Senator Frank Madla
2/21	Teams demonstrate "Active Listening" [use examples from work in leadership area].
2/23	Active listening continued
2/28-3/1	**Mid-Semester Break**
3/6	Kathy Patzman
3/8	Teams conduct a Business meeting and elect officers.
3/13	R.E.T.
3/15	Beverly Meyer - Training Consultant
3/20	Dr. Alice Jones - City Training & Development
3/22	Teams demonstrate problem solving using "I" messages and active listening.
3/27	Completion of Problem Solving
3/29	Newsletter Reports
4/3	Brain Storming Session
4/5	Homer Smith - Trainer for City
4/10	Group dynamics
4/12	Group dynamics [share leadership experience]
4/17	Team hold a program development session.
4/19-4/24	**Easter Holiday**

COURSE REQUIREMENTS

1. Attendance and Participation
2. Participation in Team activities: Assigned: (a) Get acquainted (b) Goal setting (c) Business meeting (d) Newsletter (e) Brain storming (f) Program development.
3. All Teams present: (1) "I" message (2) Active Listening (3) Problem Solving
4. Reaction Paper to L.E.T.
5. Reaction Paper to Lead On
6. Report on 3 Mentor sessions

REQUIRED TEXTS

Gordon, Thomas, Leader Effectiveness Training, Bantam Books, 1977.
Lawson, Donant, and Lawson, Lead On, Impact Publishers, 1982.

MENTORS

FINDING A MENTOR: Researchers consistently report that in order to "make it" one must have a mentor. A mentor is chosen from that group within an organization or agency which has power and influence. A mentor can make the road "to the top" much easier and less time consuming.

WHAT IS A MENTOR?: A mentor is a more experienced person at a higher level in your organization who takes a promising younger person as a protege. The mentor takes a personal, somewhat parental interest in the protege.

WHAT DOES A MENTOR DO?: Most mentors are especially helpful in the areas of self-presentation, positioning, and connecting--essential aspects of promotability.

A Mentor can: teach, advise, counsel, coach, guide and sponsor; give insights into the business; serve as a sounding board for decision-making; be a constructive critic; provide necessary information for career advancement; show how to move effectively through the system; help cut through red tape at times; teach the "political ropes" and introduce you to the right people; stand up for you in meetings or discussions with your peers; suggest you as likely candidate when appropriate opportunities come along; increase your visibility; single you out from the crowd of competitors; provide an important signal to other people that you have backing, helping to provide you with an aura of power and upward mobility.

HOW DO YOU GET A MENTOR?: Men have an easier time getting a mentor than women do. Mentors tend to identify with their proteges, seeing themselves as they once were. However, it is even more important for women to get mentors as they usually have more barriers to overcome.

TIPS FOR FINDING A MENTOR: (1) Ask advice of potential mentors; ask intelligent, thoughtful questions; (2) Be sure you know where you want to go and are fully committed to getting there. Good mentors want to feel their efforts are not wasted; (3) Do everything you can to become a promotable manager; (4) Become visible within the organization; (5) Show that you are eager and able to learn; (6) Look around for potential mentors. The most likely candidate may be your boss. Plan to take the initiative. Look for someone who is relatively secure, powerful, and upwardly mobile; (7) Get to know potential mentors and see whether a sense of rapport develops; (8) Choose carefully. Be sure your mentor is respected and has influence; (9) Communicate that you are fully committed to achieving your goals; (10) If you are still in college, look for a professor who might serve as a mentor. The teacher/student relationship can naturally deepen into mentor/protege. Your professor can throw many opportunities your way and even help you to land a job; (11) As a student, take advantage of internship programs. Good opportunity for work experience and the development of relationships that may later prove useful.

Adapted from The Promotable Woman by Norma Carr-Ruffino

Michigan State University - East Lansing, Michigan Moses Turner
To: Prospective EAD 415 Instructors
From: Patricia Enos, Assistant Director of Student Life - Student and Leadership Development
Re: **EAD 415 Proposals**

Educational Administration EAD 415 is a two-credit, pass/no-grade course in student leadership training offered through the College of Education. The Division of Student Affairs and Services facilitates the teaching of the course in conjunction with the Department of Educational Administration.

The course is not intended to be a general orientation or training program for student employees, student volunteers or student government representatives. It is expected that the quality of the learning experience offered through EAD 415 equal that of similar courses offered through the College of Education, and that those who teach the course do so in a manner consistent with both the Code of Teaching Responsibility and The Student Instructional Rating Policy (see Academic Programs).

Faculty and staff interested in teaching EAD 415 are encouraged to develop proposals which they believe will enhance the curriculum and meet the needs and interests of students. The content of EAD 415 can take two forms: (1) a generic course covering basic leadership components, and (2) a special focus section which includes not only central leadership components, but also special attention to and example of particular groups (e.g. racial/ethnic, women).

Original proposals should contain the information outlined on the attached page. Proposals for winter and spring term classes must be submitted by the first class day of the preceding term. The deadline for fall term courses is the middle of the preceding spring term. Individuals will be advised of the status of their proposals within a reasonable period of time following the deadlines by which proposals are due.

First-time EAD 415 instructors may wish to use a pre-established course syllabus and set of activities, thereby spending more energy in the areas of delivery and teaching style. A copy of the pre-established syllabus is available for review in 101 Student Services. After the first experience, a more personalized syllabus could be developed to reflect individual preferences and topical emphasis. For instructors electing to utilize the "pre-established syllabus" the selection process involves an interview with the EAD 415 Coordinators to determine teaching readiness.

Twice during each term those teaching EAD 415 will be asked to meet as a group to share information about the classes then being taught and to discuss matters related to the EAD 415 program in general. The coordinators of EAD 415 are also available throughout the term for consultation regarding instructional matters.

Student and Leadership Development
101 Student Services Building - 355-8286

CRITERIA TO BE USED IN EVALUATING PROPOSALS

1. Degree of compatibility between proposed course and published description of EAD 415.
2. Quality of learning experience to be provided to students who enroll for the course.
3. Relationship of each class session's content to the goals and objectives of the course as well as to all other class sessions.
4. Relative merit of method(s) to be used in evaluating student performance and extent to which course goals and objectives are or are not achieved.

5. Reasonableness of class size and other limitations.
6. Avoidance of unnecessary overlap or duplication in course offerings.
7. Creative and innovative approaches to providing student leadership training.
8. Instructor's theoretical and applied knowledge regarding content of proposed course.
9. Instructor's skills and abilities related to teaching.

INFORMATION TO BE INCLUDED IN EAD 415 PROPOSAL

Data Regarding Course

1. Statement indicating how proposed course is consistent with the published description of EAD 415:
   "prepares students for leadership roles and responsibilities by encouraging the development of skills and techniques consistent with the principles of our democratic society." (Description of Courses)
2. Statement of goals and instructional objectives for the course.
3. Outline of course by class session and with sufficient detail to convey the nature and scope of the course content as well as demonstrate the instructor's general grasp of the subject matter.
4. Description of the teaching methods to be employed and the kind of class structure to be provided.
5. Copy of tentative syllabus to be made available to students.
6. Description of method and criteria to be used in determining final course grades together with any special attendance requirements.
7. An indication of whether SIRS instruments (available in 101 SSB) will be used by students in evaluating the course and the instructor's performance at the end of the term. If SIRS instruments will not be used, a copy of the alternative instrument to be used.
8. Location and expected frequency of office hours.
9. Preferred meeting time and location of class.
10. Cost estimate for supplies and services, if any.
11. Cost estimate for audio-visual equipment, if any.
12. List of text books and other reference materials, if any, either to be purchased by students or placed on reserve in the library for assigned reading.
13. Preferred class size and any limitation on enrollment based on student interests or experience.

Data Regarding Instructor

14. Name, campus address and campus telephone number of person who expects to teach course.
15. List of academic degrees with reference to dates earned, names of institutions and majors.
16. If currently enrolled in a graduate program, an indication of the degree presently being sought, major department, graduate credit earned to date, grade point average, projected completion date and student number. If total graduate credits earned to date since receiving undergraduate degree is less than 30, also indicate overall undergraduate grade point average as well as undergraduate grade point average for second half of four-year program.
17. Titles of positions held with brief descriptions of responsibilities.
18. Description of teaching or related experience not otherwise identified above.
19. Indication of membership in professional organizations and honor societies.
20. Reference to articles and research published and papers presented.
21. List of hobbies and interests.
22. List of honors and distinctions.
23. Statement of reasons for wanting to teach a course in Education 415.
24. Identification of special skills or knowledge related to the course to be taught.
25. Names, professional addresses and telephone numbers of two professional references.

PROPOSAL FOR EAD 415 - Student Leadership Training

COURSE GOAL: The course is designed to prepare students for leadership roles and responsibilities by encouraging the identification and development of skills and techniques consistent with the principles of our democratic society. Upon completion of the course students should be able to apply leadership concepts, principles, and skills in campus, community, and career related activities, or wherever leadership opportunities may occur.

INSTRUCTIONAL OBJECTIVES: At the completion of the course students will:

a. be familiar with several theories of leadership.
b. be able to articulate values, qualities and skills important to leadership positions.
c. be able to identify their own leadership style and assess some of their leadership skills.
d. have prepared a long-range behavioral plan for their individual leadership development.
e. have had opportunities to practice leadership skills in a laboratory setting.
f. have experienced the interaction of personal style and group leadership situations.
g. acknowledge the differences in leadership style and expectations which exist for people of this culture depending upon gender and/or ethnic background.

METHOD: Class sessions include a combination of lecture, discussion and experiential activities with heavy emphasis on active student participation. Each class session will include: (1) content area [first hour]; (2) activity [second hour]; (3) assignment [for next class period]. The content for the session will be introduced to the class and open to the class for discussion. The activity will be designed to illustrate and reinforce the principles covered in the first hour. Periodic out-of-class assignments will complement in-class activities.

COURSE GRADE: Regular attendance and participation in class discussions and activities is expected, as is satisfactory completion of assigned projects. Failure to participate and complete assignments and/or more than two unexcused absences will result in a No-Pass for the course. In addition to the attendance requirement, a grade of Pass will be earned by students who also satisfactorily: (1) participate orally in class discussions; (2) maintain a personal journal; (3) develop a personal leadership plan; (4) complete as instructed the leader-observation assignment; (5) complete the pre- and post-assessments of content. Further details about these requirements will be available in class.

TEXTS: No texts are required but reading may be assigned or handouts provided. Students wishing to pursue the literature further may refer to the attached bibliography.

For additional clarification, contact your instructors (whose hours and office locations you have been provided) or Dr. Patricia Enos, 101 Student Services, 355-8286.

COURSE OUTLINE

WEEK I

A. Introduction to the Course: Objectives, Expectations, Evaluation
B. Pre-test of Content: Pre-assessment of leadership concepts
C. Definition of Leadership: (a) theories; (b) characteristics [from the literature]; (c) leading vs. managing; (d) commitment.

WEEK II-III: The Leader in You - Personal Assessment

A. What is Your Leadership Style? Administer and review Leadership Style Assessment

- B. Leadership Skills Assessment: Strengths and Weaknesses; Power and Influence
- C. Your Personal Values and How They Relate To Your Leadership
- D. Sources of Personal Esteem, Sense of Worth
- E. Social Skills/Etiquette
- F. Devising a Set of Goals For Your Development

WEEK IV: Group Dynamics
- A. Stages of Group Development
- B. Group Member Roles
- C. Task vs. Maintenance

WEEK V: Making A Group Work
- A. Goal Setting/Planning
- B. Motivation and Reward
- C. Delegation
- D. Running a Meeting: How To Have A Good Discussion
- E. Situational Leadership - Fiedler; Flexibility: Maturity of Members

WEEK VI: Communication
- A. Attending
- B. Verbal and Non Verbal
- C. Public Speaking
- D. Assertive Behaviors - Confrontation: Feedback

WEEK VII: Developing Your Personal Long-Term Leadership Development Plan
- A. Personal Assessment
- B. Goal Setting
- C. Committing To Strategies/Actions
- D. Accountability/Outcome Indicators

WEEK VIII: Decision-Making

Ethics of Leadership; Creative Problem Solving; Assessment and Evaluation

WEEK IX: Gender and Ethnic Concerns

Stereotypes and Socialization Messages and Their Impact On Leadership

WEEK X: Evaluation
- A. Wrap-up - So What Does It All Mean?
- B. Post-test - Content
- C. Course Evaluation - SIRS

University of Puget Sound, Puget Sound, Washington Denis Umstat

BUSINESS LEADERSHIP PROGRAM

The Business Leadership Program at the University of Puget Sound meets business's needs for academically well-rounded college graduates and provides for the long-range success of its students. The program was put together by a group of Puget Sound business, social science, and humanities professors in partnership with executives from Rainier National Bank, Weyerhaeuser Company, Pacific First Federal Savings, and other major companies. Corporate representatives continue to serve the program in an advisory capacity.

The Business Leadership Program is the first of its kind in the country. Among the program's unique attributes are:

INTEGRATED EDUCATION - Students enrolled in the program will take a slate of essential business and business-related courses. In addition they will receive rigorous academic training in written and oral communication, logical thought, philosophy, history, science, computer science, and foreign language. Thus, at the end of four years, program participants will not only be proficient in the techniques and vocabulary of business management - they will gain the power that comes to one who is literate; they will acquire the skills to pose and answer tomorrow's problems, instead of the dead knowledge used to answer today's and yesterday's problems; and they will be able to view business in the larger context of economic, social, political, historical, and cultural conditions.

SMALL CLASSES, SPECIAL SEMINARS, AND INTERNSHIPS - Though not all their classes will be small, students in the program will attend small classes and special seminars throughout their four years at the University of Puget Sound. Following their junior year, all Business Leadership students will complete a summer internship with a regional, national, or international company.

PLACEMENT - Program participants will receive intensive career counseling beginning their first semester freshman year. Graduates of the program will be well-prepared for business careers of sustained advancement, and exhibit the qualities of a liberal education desired for admission to Harvard, Stanford, Wharton, and other nationally prominent graduate business schools.

SELECTIVE ADMISSIONS - Enrollment in the program is limited initially to 25 freshmen each academic year for a total enrollment of 100 students. Candidates will be selected on the basis of superior intellect, character, and motivation. Scholarships will be available for those who qualify.

A suggested curriculum is as follows:

FRESHMAN YEAR: U.S. Government and Political Theory, Computer Science, Calculus, Macro-Economics, Applied Statistics, Freshman Writing, and two elective courses.
SOPHOMORE YEAR: Foreign Language, Principles of Accounting, Micro-Economics, European or British History, Principles of Financial Management, and two elective courses.
JUNIOR YEAR: Upper Division History Seminars, Philosophy, Management and Marketing, Law, Business and Society, Organizational Leadership, and three elective courses.
JUNIOR-SENIOR SUMMER: Internship.
SENIOR YEAR: Professional and Corporate Ethics, Business Strategy and Policy, and six elective courses.

University Of Minnesota, St. Paul, MN
College of Agriculture

Keith Wharton

PROJECT LEAD - Fall Quarter, 1985

The College of Agriculture will again offer in 1985-86 an opportunity for a small number of undergraduate students to participate in a special leadership project, Project LEAD. Activities will include weekly seminars on leadership topics, attendance at leadership programs in the Twin Cities area, and an opportunity to work with a mentor who is a recognized leader in the community or state. Mentors for 1984-85 included St. Paul Mayor George Latimer; Mary Ellen Jenks, Vice President for Consumer Affairs, The Pillsbury Company; and Larry Bueglev, Chief Executive Officer, Norwest Bank of St. Paul.

I would appreciate receiving from you the names of students from your department who might be interested in participating in Project LEAD. We are looking for students who have demonstrated leadership potential, although it is not necessary that they have been officers in college clubs or organizations. If you wish to nominate students for Project LEAD, will you please send me their names by _____.

SYLLABUS

To learn about ourselves...To learn about leaders and leadership...To learn about D. ourselves as leaders...To learn how to challenge ourselves and those around us to be better than we ever thought we could be...These are the purposes of Project LEA

Week 1: An overview of Project LEAD. Purpose, goals, special opportunities and programs, assignments, responsibilities of students, quality of work demanded, class attendance and participation, grading, commitment required.

Week 2: Theories of Leadership. Trait Theory, Environmental Theory, Personal-Situational Theory, Transactional-Transformational Theory, Myers-Briggs Type Inventory. (Bring answer sheets and booklets to College Office by ___________.) ASSIGNMENT: **Article due.**

Week 3: Discussion of Myers-Briggs Type Inventory. ASSIGNMENT: Bring journal to class.

Week 4: Leadership Skills. Technical, Human, Conceptual. ASSIGNMENT: **Article due; book title due.**

Week 5: Power, Influence, Authority, and Leadership. ASSIGNMENT: Bring journal to class.

Week 6: The Costs of Leadership. ASSIGNMENT: **Article due.**

Week 7: Current Leadership Issues in Agriculture. ASSIGNMENT: Bring journal to class.

Week 8: The Future Executive. ASSIGNMENT: **Article due; book review due.**

Week 9: Hold for Guest Speaker. ASSIGNMENT: Bring journal to class.

Week 10: A Personal Philosophy of Leadership. ASSIGNMENT: **Article due.**

REQUIRED AND RECOMMENDED BOOKS: There is only one required book for this course. Several others are suggested, however, as being worthwhile additions to the library of any person studying leadership.

REQUIRED TEXT: The Future Executive - Harlan Cleveland

SUGGESTED BOOKS: Leadership - James MacGregor Burns; Getting to Yes - Roger Fisher and William Ury; The Anatomy of Power - John Kenneth Galbraith; In Search of Excellence - Thomas J. Peters and Robert H. Waterman, Jr.; Megatrends - John Naisbitt.

INSTRUCTORS: Keith Wharton - Associate Dean; Donald B. White - Professor, Horticultural Science and Landscape Architecture.

GROUP READING ASSIGNMENT PROJECT: One way in which we will study leaders and leadership this quarter is by examining the lives and actions of two prominent leaders of the recent past--Presidents John F. Kennedy and Lyndon B. Johnson. The class will be divided into two groups, one that will study Kennedy and the other that will study Johnson.

Each group will select a chairperson who will have responsibility for coordinating the reading and study activities for the entire quarter. Leadership of group discussions and presentations will rotate among the members.

Each person is expected to read at least one book by or about the president being studied by the group. Information and insights gained from these readings will be shared during the discussion periods. One person from each group will read David Halberstam's book, The Best and the Brightest, in order to provide additional perspective.

A one-page book review is due from each person on the eighth class meeting--November 20.

ARTICLES: Read five articles on leadership from current magazines and newspapers. Turn in, every other week beginning with the second, a copy of the article you have read with answers to the following questions:

How is "leadership" defined in this article?
What would be the single most important measure of the success of leadership as defined in this article? What other measure, if any, could be identified?
What leadership skills or traits were identified in this article? Are these innate or learned?
What leadership shortcomings or things to avoid were identified in this article?
What factor(s) was identified as being particularly significant in influencing the development of the leadership style or philosophy of leadership of this person?
What role models were identified?

BOOK REVIEW: Read and write a review of one book that will help you increase your knowledge of leadership. Many types of books are available for you to choose from. Biographies, autobiographies, diaries, studies, collections of essays or other writings, and novels may be selected in addition to books written specifically on leadership.

Choose your book and give the title of it to me by the fourth class meeting. The written report is due on the eighth class meeting.

The written report should be from three to five pages in length, and should include the following items:

An introduction in which you describe the kind of book you have read and place it in context (historical, social movement, professional/scholarly, popular press, etc.).
Some comments about the author: qualifications for writing the book, purpose in writing it, relation to other books the author may have written.
Comments on the success, impact, or importance of the book.
A review of the book itself: an overview, main points, selected examples from the book, conclusions.

Your reactions to the book: what you liked about it, what you didn't like, your general recommendations concerning it.
Your comments on one aspect of leadership that was covered in the book or on one leadership lesson or point that could be drawn from the book.
A one-sentence recommendation to yourself on leadership that you gained from this book.

JOURNAL: Each student is expected to keep a leadership journal for Project LEAD in which you make at least five entries during each week of the academic term. The purpose of this assignment is to help you reflect upon what you are learning about leadership.

The form and style of entry is yours to decide, and you should select a style that is comfortable and useful to you. You may wish to determine a pattern to follow for the week. For example, Day 1 on something you have read; Day 2 on some leadership action you have observed; Day 3 on what some leader has said or written about personal leadership roles and responsibilities; Day 4 on something we discussed in class; and Day 5 on leadership failures or faults you have noticed. Another approach would be to take some leadership theme such as "The successful leader is one who helps followers to be better than they thought they could ever be and reflect on it every day for the entire week."

The choice is yours, as the journal is primarily for your personal benefit. The important thing is that you develop the habit of spending some time regularly thinking about what you are learning and that you commit these thoughts to paper so you can come back to them again in the future.

SUGGESTED READINGS: The Soul of a New Machine - Tracy Kidder; Endurance - Alfred Lansing; Scott's Last Expedition - Captain Robert Falcon Scott; The Years of Lyndon Johnson: The Path to Power - Robert A. Caro; American Caesar - William Manchester; Julius Caesar - William Shakespeare; Grant - William S. McFeely; Lee's Lieutenants - Douglas Southall Freeman; The Best and The Brightest - David Halberstam.

MENTORS - A mentor is a wise and trusted teacher or guide. One who is an example, who helps another learn.

The mentor-student relationship and experience is often the highlight of Project LEAD for students. After spending the fall quarter in a rigorous examination of some of the crucial aspects of leadership, those students who can make the necessary commitment of time and effort are paired with a mentor, a proven leader from business, education, or government for the winter quarter (continuing into spring quarter if mutually agreed upon by mentor and student).

The responsibilities of mentor and student are as follows:

MENTOR

- Set aside at least one hour per week for your student.
- Help your student learn about your organization and your position and responsibilities in it.
- Give your student an opportunity to get to know you both as a professional and as a person.
- Provide opportunities for your student to see you in action in real situations. These could include staff or board meetings, conferences, presentations, speeches, discussions with colleagues, etc.
- To the degree that is comfortable for you, share your personal philosophy of leadership with your student.

STUDENT

- Meet with your mentor for at least one hour each week.
- Take full responsibility for making arrangements to meet with your mentor. Set up firm appointment times, and keep your appointments. Always inform your mentor well in advance if you must change your meeting time.
- Learn about your mentor's organization and your mentor's responsibilities within the organization.
- Be observant. Ask questions, take the initiative. Take responsibility for learning.

QUESTIONS: Here are some of the questions about leadership that we will attempt to deal with this year. Many others will be added as we go along.

What is your definition of "leadership"?
How do you measure the success of a leader?
Are leaders "born" or "made"?
What is one of the major reasons that leaders fail?
Are effective leaders more "generalists" or "specialists"?
What criteria would you use to select a leader?
Does a leader have power? Where does this power come from? Is it possible to be a leader without power?
Is there such a thing as a "silent" leader?
John Gardner writes that "a high proportion of leaders in all segments of our society today . . . are rewarded for singleminded pursuit of the interests of their group regardless of the damage it may do the common good. They are rewarded for doing battle, not for compromising. That's what's expected of them." Do you agree or disagree with Gardner?
Harlan Cleveland says that ". . . the complexity of organizational systems is diffusing the opportunity to lead and is multiplying the requirement for leaders." What do you think? What are the implications for top executives?
How important is it that a leader be willing to delegate responsibility?
What role does conflict and differences of opinion have in the process of arriving at a decision?
Burns writes about "transformational" and "transactional" leadership. Which is more effective? Which is more desirable?
Can an ordinary leader in a large organization be a transforming leader?
Leaders are often counseled not to get too far out in front of the group. What does this mean, and how do you react to this advice?
If you had to choose between being seen as a "leader" or as a "renewer," which would you choose? Why?
Many people always seem to be sitting around waiting for a great leader to save them from the problems they are facing. What's wrong with this? What are the implications for leaders?
Murphy's Law states: "If anything can go wrong, it will! And it will do so at the worst possible time!" What are the implications for leaders?
One of President Harry Truman's favorite sayings was "The Buck Stops Here." What was the meaning of this statement? Is it still true today?
What is the role of "trust" in the exercise of effective leadership?
What are the symptoms of ineffective leadership in an organization?

The College of St. Catherine - St. Paul, Minnesota Julie Belle White

ORGANIZATIONAL LEADERSHIP: MA PROGRAM

OVERVIEW OF THE PROGRAM

This M.A. program provides systematic education for those who identify themselves as leaders. It is designed for women and men who have had at least five years of work experience after completion of a baccalaureate degree and who have demonstrated leadership capability in private and public sectors.

The program is interdisciplinary with major concentrations in Leadership and Ethics, Economics, Organizational Theory, Management, and Communication. Learning outcomes are the bases for the entire curriculum.

The program is comprised of 30 semester credits, plus the completion of a Thesis Project. Required courses: OL 510 Statistics 4 cr.; OL 514 Ethics and Leadership 4 cr.; OL 888 Leadership Seminar 2 cr.; OL 521 Organization: Social & Political Structures 4 cr.; OL 546 International Trade and Finance 4 cr.; OL 560 Financial Accounting 2 cr.; OL 562 Managerial Accounting 2 cr.; OL 582 Effective Oral and Written Presentations 4 cr.; Total 26 cr. required courses; Plus 4 cr. electives; Total 30 cr.

Courses available for elective: OL 525 Policy Process and Organizational Change 2 cr.; OL 726 Public Policy and the Law 2 cr.; OL 542 Managerial Economics 2 cr.; OL 744 Econometrics and Forecasting 2 cr.; OL 564 Marketing Management 2 cr.; OL 768 Management, Planning, and Policy 2 cr.; OL 784 Advanced Interpersonal Communication 2 cr.; OL 786 Advanced Small Group Communication 2 cr.

THESIS: LEADERSHIP PROBLEMS AND SOLUTION: After successful completion of coursework, the student is considered a candidate for the degree, pending acceptance of a thesis project. In the thesis, the candidate analyzes a problem in her/his sphere of influence and offers a solution and means of implementation. The thesis project is submitted in written form to a thesis committee, and, when it is accepted, the student arranges for a public forum at which the material is presented orally and response is made to issues raised by the audience.

ADMISSION INFORMATION

The program will accept students to begin in Winter Trimester 85-86. Accepted students may begin the program in any succeeding trimester. (Trimesters are Fall, Winter, and Spring, but not Summer.)

Application for Admission (as well as recommendation forms) are available from the Admissions Office: (512) 690-6505.

Persons may apply to take a course or two on Non-Degree status, but priority in scheduling and registration for courses will be given to accepted degree students.

REQUIRED FOR ADMISSIONS APPLICATION: application form; 2 recommendations (specific form provided); $25.00 non-refundable fee; official transcript from each post-secondary institution (sent to CSC from the institution); resume of work and/or volunteer experience; test scores from either GMAT or Miller Analogies.

After all application materials have been received, the applicant will be asked to come to campus to write an essay pertinent to the program.

Baylor School of Business, Waco, TX J. C. Williams

ABSTRACT

This innovation consists of two courses of three semester-hours each which will be required during the junior year of all business students. It will cover five content areas, presented as an integrated unit: career management, the political aspects of organizations, ethics, leadership, and communication. A given case, article, or other resource will be approached from all the content areas simultaneously. Many professors will be involved, each specializing in some presentation area. Direct contact with business and much small group participation will be required. Guest speakers from business and industry will make presentations and interact with students where appropriate.

STATEMENT OF OBJECTIVES AND EDUCATIONAL NEED

The objectives of this course are as follows: (1) To prepare students to meet some of the practical realities of the work place that are often neglected by our traditional curriculum. (2) To reduce students' naivete about what to expect from the informal, political, often irrational aspects of organizations and help them develop a repertoire of responses for thriving in these areas of organizational life. (3) To provide a framework within which peer pressures and other aspects of the Business School culture will reinforce success-related attitudes and behavior in an environment where mistakes are less costly than on the job. (4) To raise the consciousness of students concerning the contribution to their career success of personal development, self- and public-image, motivation, and political skills --all within a framework in which they consider what is ethical. (5) To teach such communication skills as oral presentation, report and letter writing, and developing trust within a realistic context--the context of relevant case studies and relatively stable social relations that develop among the participants over a nine-month period. (6) To encourage students to recognize their strengths and development needs and to motivate them to begin applying that knowledge immediately. (7) To condition students to the reality that in the business world they will be evaluated and rewarded on the basis of their attitudes and personal demeanor as well as their productivity.

We have been convinced of the educational need for achieving these objectives because we have been asking questions and carefully listening to our alumni and others who employ our graduates. They have only praise for the academic preparation of our students but, like the employers of university graduates across the nation, they are often critical of what we do not teach our students. Although we realize that we cannot undo the effects of life-long habits of thinking and acting, we believe that we would be more helpful to our students than we have been in these non-academic, personal areas. They tend to agree with us.

MEANS OF EVALUATING THE INNOVATION

We will employ multiple criteria for measuring the effectiveness of this innovation, among which are the following: (1) During the pilot study, a team of three or four professors will sit in on the presentations and observe the students in laboratory sessions. After each, a critique and analysis session will be conducted to evaluate effectiveness in achieving specific objectives. (2) Frequent student evaluations of the content and methods will be conducted following the techniques used in the typical development program for practicing managers. (3) Mutual ratings and periodic self-ratings will be plotted over time to evaluate whether observable attitude and behavior change are occurring. Only in retrospect will participants be aware that the plotting is taking place. (4) Students will be tested over the considerable body of literature they will be expected to read and understand. (5) A group of professionally educated graders will evaluate numerous papers strictly in terms of the students' skill in communicating. Oral presentations will be evaluated by both students and professors. (6) Recruiters will be interviewed to determine whether they observe changes in our students in general as a result of the course. This means of feedback will be used to make early adjustments in the program as well as to get some degree of evaluation. We already use this as a partial means for determining our students' development needs. (7) At regular intervals employers will be asked to evaluate our alumni, using a variety of criteria that will help us decide whether the innovation is having an effect in the work place--the place that we are ultimately concerned about.

PRIOR EXPERIMENTATION AND PILOT PROJECT

(1) With essentially the same objectives in mind as stated above, we conducted a "Personal Development Seminar" with twelve students each year for seven years (1972-1978). Employing the talents of professors trained as raters by Dr. Joseph L. Moses, Director of Personnel Research for AT&T, we put these students through a three day Assessment Center in a retreat environment. The data collected served as the basis for a 3 semester-hour course in personal development which employed many of the techniques we plan to use in our new Professional Development Seminar. (2) We are now beginning the fourth year of a one semester-hour undergraduate laboratory in leadership development that was a direct outcome of our earlier work with graduate students. We now enroll about 325 students each semester in this course. For our business students, the leadership course will be incorporated into the Professional Development Seminar. The one hour course will be continued and expanded as demand for it by non-business students grows. (3) During the fall of 1985 a task force involved 26 faculty members of the School of Business in the preliminary planning of the Professional Development Seminar. The work will continue this spring as we plan in greater detail the objectives and methodology of each session and prepare the staff to lead it. (4) During the 1986-1987 academic year we will conduct a pilot program with 48 students. Although we will not have been able to develop fully much of the technology we expect ultimately to use, such as interactive video modeling, the pilot will enable us both to test and improve the course. In addition we expect to learn where further investments are most needed and most likely to produce a high return.

POTENTIAL IMPACT

We expect the impact of the innovation to be expressed in the following ways: (1) Both faculty and students will become increasingly aware that effectiveness and success in business are strongly influenced by personal qualities that go beyond what we have traditionally taught in the classroom. We expect both faculty and students to become more aware of why high grades in school are not a guarantee of success on the job. (2) Professors will become increasingly aware of the importance of incorporating into our traditional academic courses non-academic elements that will enhance students' potential for success. Examples: increasing emphasis on oral and written communication, assertiveness, projection of a favorable image, and ability to think analytically and argue persuasively without prior planning. (3) In order to be able to concentrate on application in this seminar, we are planning to screen all students before admitting them to the Business School to make sure they understand what they should have learned in their basic English courses. We expect this to make our students take their grammar and writing courses more seriously. Our emphasis on writing will certainly decrease the nonsense we sometimes hear from students who do not think that such elementary skills as correct spelling and punctuation are important. (4) We expect the Professional Development Seminar to be a motivational force, not just for personal development but also for greater learning in our other courses. This will occur because of our constant emphasis on what the work place demands and because of a tendency for students to get serious during their junior year about preparation for entering the work force rather than waiting until near interview time.

PLANS FOR ADDITIONAL DEVELOPMENT AND FOR DISSEMINATION TO OTHER INSTITUTIONS

We have just now completed a 300 page publication for use in the leadership dimension of the new course. Called Leadership Quest, the book is attractively presented in a one and one-half inch ring binder. The content has been tested for effectiveness in getting students involved in their own personal development. Although we have not yet produced an instructor's manual, the publication has been typeset and printed and is available now for use by other institutions.
During the spring semester of 1986 the School of Business is investing in the development of the course all of the time of one professor and a course reduction for two others. Many other professors will contribute generously of their time in committee work.

Now in the planning stage--the program consists of two 3 semester-hour courses to be required during the junior year. The content is divided into the following areas for planning purposes but is presented as an integrated unit: career planning, dealing with organizational politics, ethics, communication, and leadership, with heavy emphasis on leadership. It will be required of all business students at Baylor University during their junior year--after a one year pilot. Students must qualify on an English exam.

University of North Carolina, Chapel Hill, North Carolina — Cynthia H. Wolf

North Carolina Fellows Program

The North Carolina Fellows Program at the University of North Carolina at Chapel Hill is one of four such programs in the State. Founded in 1967 the Program is designed to accelerate and support the development of highly motivated young people with exceptional leadership potential into effective leaders with a strong sense of responsibility to those whom they serve.

The Program is founded on two premises: (1) that persons with exceptional leadership abilities can be identified at an early age, and (2) that the personal development and leadership capacity of such young people can be significantly enriched and encouraged by identifying them as leaders and providing them with special development opportunities.

HOW FELLOWS ARE SELECTED

The primary basis for selection is demonstration of a strong motivation and capacity to influence other people. Other important qualities are: intelligence, creativity, social sensitivity, literacy and capacity for self-examination.

Each Spring, all students in the Freshman class are invited to apply to the Program. All applications are reviewed, preliminary interviews are conducted and approximately 40 Freshmen are chosen to participate in a round of Final Interviews. Finally 20-25 students are selected to become Fellows.

THE PROGRAM

One of the most important goals of the Program is to force Fellows to think seriously what leadership is and how their own potential for leadership can be expanded. The Program emphasizes self-development. The success of the Program depends largely upon the initiative, ingenuity and personal responsibility of each Fellow to take advantage of Program offerings.

PROGRAM REQUIREMENTS

FRESHMAN YEAR -**Freshman Retreat Weekend** (Weekend retreats are typically held from a Saturday afternoon through Sunday afternoon. Dates are provided much in advance to allow for adequate planning.): focus on self-awareness and examination of one's present style of leadership.

SOPHOMORE YEAR -**Three Credit Seminar** entitled "Leadership and Social Change: Special Studies 90" taught during Fall Semester only. This course focuses on leadership styles and philosophies.

JUNIOR YEAR - **Junior Retreat Weekend**: focus on the significance of the service component in leadership and a re-examination of one's personal and leadership styles.

SENIOR YEAR -**Senior Retreat Weekend**: focus on the ethics of leadership, the issue of transition into the working world, and an examination of one's changes in leadership styles.

IN ADDITION to events specific to a particular class, all N. C. Fellows are required to participate in the following events:

- Internship: a structured internship usually full-time during the summer between junior and senior years.
- Monthly Dinners with Community Leaders: each year.
- Selection of future Fellows: each year.

The Program offers participants the opportunity to:

- o increase their self-knowledge and maturity
- o be exposed to different types of leaders and leadership styles

- o analyze the nature of leadership and leadership needs in a variety of situations
- o gain practical understanding of leadership roles
- o appreciate the importance of service as a necessary ingredient of responsible and effective leadership
- o be involved in a mentor relationship
- o benefit from the unique sense of community the Program inspires

PROGRAM ACTIVITIES

N. C. Fellows are encouraged and welcomed to participate in a number of additional program activities. Opportunities exist for coordinating some of these programs. Included are:

- o Group Service Projects for the University and/or local community
- o Carolina Leadership Development Workshop, held annually each Spring Semester
- o Abbreviated training programs at the Center for Creative Leadership in Greensboro
- o Exchange Retreat with members of the Fellows Programs at N. C. State, Davidson, and N. C. A&T
- o Carolina Contact Program coordinated with the UNC Admissions Office
- o Utilization of a lounge where N. C. Fellows may congregate to study or talk
- o Monthly supper meetings with outstanding leaders in business, education, and government
- o Informal gatherings with faculty members
- o A seminar led by a UNC faculty member
- o Special learning experiences: workshops, retreats
- o Assistance in locating appropriate internships

Each Fellow is required to participate in the following:

- o a self-awareness workshop immediately following selection
- o a seminar on leadership styles and philosophies - Sophomore year
- o a group service project for the University, or the community
- o a workshop focusing on the ethics of leadership - Senior year
- o a program - structured internship between the Junior and Senior years
- o a minimum number of monthly dinner meetings

INTERNSHIPS

The ideal internship should give Fellows a personal model for their own development as well as practical exposure to leadership problems and strategies. The Program assists students in locating appropriate internships.

The organization providing the internship normally pays the intern a stipend or salary adequate to cover living expenses; however, in some instances the Program can make funds available to supplement the income from the agency.

The following selective list gives some idea of where Fellows have interned:

Cable News Network, Atlanta Georgia
Carolina Power and Light Company, Raleigh, N. C.
City of Elizabeth City, Elizabeth City, N. C.
Higher Achievement Program, Washington, D.C.
Institute of Government Summer Intern Program, Raleigh, N. C.
NEWSDAY, Melville, N.Y.
Winston-Salem Sentinal, Winston-Salem, N. C.
Wachovia Bank and Trust Company, Winston-Salem, N. C.
World Hunger Year, New York, N. Y.

PLEASE DIRECT FURTHER INQUIRIES TO: Director, North Carolina Fellows Program, Box 8, Graham Student Union, University of North Carolina at Chapel Hill, Chapel Hill, N. C. 27514 (919) 966-4041

University of North Carolina at Chapel Hill
Sophomore Course

LEADERSHIP AND SOCIAL CHANGE, Special Studies 90, Sec. 2
Fall 1985, Les Garner

OBJECTIVES

This course has the four following objectives:

1. To explore the nature of leadership, including the acquisition and use of influence in a wide range of social settings.
2. To learn about the practice of leadership in different situations.
3. To discuss issues of ethics and the responsibilities of leaders.
4. To help you assess your leadership skills and aspirations and plan to develop those skills through the resources of the Fellows Program and the University.

ORGANIZATION

The course is organized into three parts to accomplish its objectives. The first part is "Introduction to Leadership." It is designed to survey the role of leaders and analyze the sources of their influence, their tactics, style, use of resources and various roles as decision makers, mediators, and catalysts for change. The leaders studied are those described in David Halberstam's book on the Kennedy Administration, The Best and The Brightest.

The second part of the course focuses on "leadership skills." These classes will include a small amount of lecture and a substantially large amount of discussion. It is based on a series of case studies in a variety of settings--government, business, education, and social action. It concludes with a series of sessions devoted to the ethical responsibilities of leaders.

The third part of the course will focus on your leadership style. You will have the chance to assess your leadership strengths and weaknesses and discuss ways that you can develop your skills as a leader. We will look at leadership challenges of the 1980's and 1990's, with a particular focus on issues of concern to you. These discussions will be intended to serve as a backdrop against which you can set goals and plan your own development.

WRITTEN ASSIGNMENTS AND GRADING

There are three written assignments, each designed to reinforce one of the three parts of the course. The first is a profile of a leader of your choice. You are asked to look at the leader in terms of the sources of authority, leadership style and areas of responsibility. The second assignment is a case brief, recommending a course of action to one of the major figures in a case study in the second part of the course. The third assignment is a forecast of the demands that will face leaders in your area of interest (business, arts, government, etc.) and a rough plan for your development to meet these demands.

Grades for the course will be based on the written assignments (25% each) and class participation (25%). The grades on class participation will include an assessment of preparation for class as well as contribution to discussion and learning of others.

READINGS

Readings are noted on the syllabus. You will need access to two books: Halberstam's The Best and The Brightest and Machiavelli, The Prince. The Prince and the case package are available at Student Stores. I have copies of The Best and The Brightest available for purchase. Any other readings will be handed out.

University of North Carolina at Chapel Hill
Sophomore Course

OFFICE HOURS

My office hours are Tuesday and Wednesday 1:30-3:00. My office is G-12 New Carroll Hall. I will be happy to make appointments to see you at other times, if you cannot make the office hours. You are encouraged to come by so that we can get to know each other and talk about the course, the Fellow's Program and other topics of interest to you.

FALL 1985 SCHEDULE

8/22	Introduction
	Part I: Introduction to Leadership
8/27	The Nature of Power and Influence: *The Best and The Brightest*, Chapters 1-5
9/3	The Nature of Power and Influence: *The Best and The Brightest*, Chapters 6-13 (skim 8,11)
9/10	The Exercise of Power: *The Best and The Brightest*, Chapters 14-16
9/17	The Exercise of Power: *The Best and The Brightest*, Chapters 17-20
9/24	The Responsibilities of Leaders: *The Best and The Brightest*, Chapters 21, 22, 23, Epilogue
	Part II: Leadership Skills
10/1	Ruckleshaus and the EPA
10/8	Elizabeth Best (A), (B), and (C)
10/15	Textile Corporation of America
10/29	Robert F. Kennedy High School
11/5	King, Selma and Voting Rights
11/12	The Right-Wrong Text, *The Prince*, Chapters XIV-XXV
11/19	Complex Assembly
	Part III: How Effective A Leader Are You?
11/26	Planning for Leadership Development
12/3	Leadership Issues and Challenges

Washington State University - Pullman, Washington Richard Young
Department of Adult and Youth Education
Time: Thursdays 1:00 - 4:00 PM Location: Hulbert 27
Instructor: Dr. Ron Jimmerson, 335-2896, Ag. Sci 323C (by appointment)

AGHE 305: Leadership Development in Agriculture and Home Economics

---

This is a 3 credit 300 level course in leadership as part of a series of courses designed to improve students' communication and leadership skills. Eventually it is expected there will be a minor in Public Policy Analysis as part of a newly framed agriculture and liberal arts program - a joint program between the College of Agriculture and Home Economics and the College of Arts and Sciences at WSU.

COURSE OBJECTIVES

Upon completion of the course students will be able to: (1) Define the advantages and disadvantages of trait, style, skills and situational approaches to the study of leadership. (2) Identify and utilize their own leadership traits, styles, skills and situational strengths. (3) Identify obstacles and demonstrate aids to individual and group communications. (4) Describe and apply the stages of group development as well as leadership skills appropriate to the different stages. (5) Identify group problem solving steps and alternative methods for approaching these steps, including: analyzing a problem, identifying and selecting alternatives, decision making, conflict resolution, negotiation, delegation and motivation. (6) Evaluate alternatives, structures, and processes for group functioning. (7) Reinforce theoretical learning through application to actual leadership and group situations.

Week 1 - What is a Leader
Week 2 - Leadership Styles and Skills
Week 3 - Situational Leadership
Week 4 - Communications and Leadership Motivation; **Learning Logs Due**
Week 5 - Analyzing the Dimensions of a Group; **Contracts Due**
Week 6 - Group Development
Week 7 - Diagnosing Problems
Week 8 - Identifying and Selecting Alternatives
Week 9 - Planning; **Learning Logs Due; Group Outline Due**
Week 10 - Motivation and Delegation
Week 11 - Managing Conflict
Week 12 - Effective Meetings
Week 13 - Giving Feedback; Student Reports
Week 14 - Student Reports; Course Summary
Week 15 - **Course Evaluation; Final Assignments Due.**

COURSE EXPECTATIONS

Each student will develop an individual learning contract with the course instructors. The student may contract for a grade of A, B or C in the course. All students are expected to study the topics outlined in the course objectives. The depth of study and emphasis placed on the various topics can be decided by individual students and specified in the learning contract.

Although we will discuss your learning contracts on an individual basis, we suggest the following requirements:

FOR A "C": (1) Maintain a weekly leadership log which documents your leadership activities, shows application and analysis of leadership theories and records utilization of leadership skills. (See criteria sheet for evaluating the log.) (2) Work with a team on identifying, analyzing and presenting to the class a report on a university problem or issue. This includes an analysis of the group dynamics and procedures. (3) Attend classes and actively participate in discussions and activities.

FOR A "B": Complete items 1, 2 and 3 above plus take action related to the problem or issue explored in item 2 above. (The exact nature of this action would depend on the team project and is negotiable with the instructors.)

FOR AN "A": Complete all requirements listed above plus complete an individual project. The exact nature of the project would be worked out on an individual basis in consultation with the instructors.

Descriptions of these assignments and criteria sheets are attached. Remember that these are suggested guidelines and may be altered based on your goals, preferred learning approach and preferences for how you want your learning in the course evaluated.

All students must turn in a 1 page typewritten contract by week 4 (see sample contract attached).

Learning Contract AGHE 305 (sample for an "A" Grade)

I, ________________, agree to do the following for AGHE 305:
-maintain a weekly learning log
-participate in course discussions
-work with a group on recruitment for the College of Ag. and Home Ec.

We will:
+identify individuals and groups involved in recruitment
+analyze present recruitment efforts
+design a new recruitment approach
+present our ideas to the appropriate organization
+make a presentation to the AGHE 305 class
+hand in a paper on our project and the group process.
-evaluate other team presentations
-hand in a ten page, typewritten paper on "Motivating Groups"

Upon completion of these projects, I want an "A" for the course.

Student's name ________________________

Signed by Professor ________________________

AGHE 305: TEAM PROJECT

Students will be organized into teams of about ten students. The students, as a team, will identify a college or university issue which they will explore through readings and interviews, presentations and discussions with appropriate people.

The team project has several goals including: (1) For students to become familiar with a major college or university issue and how resolution of the issue is attempted through formal and informal activities. (2) For students to examine the dynamics of a small group through working as an active member of a group. (3) For students to examine their personal style or approach to leadership by analyzing and testing their personal contributions, frustrations, goals and interests as they work with the group. (4) For students to gain experience in planning and carrying out a team presentation utilizing dynamic and interesting approaches to presenting information, raising issues and challenging listeners.

The team project will be graded on three aspects:

TEAM PRESENTATION: Each item will be given 50 minutes of class time to report on their team issue and activities. The team presentation not only gives members experience in presenting but also should help the rest of them learn from their experiences. Therefore, in preparing for and conducting the team presentation the team should be creative, attempting to help the class learn. This means the presentation of information should be concise and to the point; attempts should be made to involve the class in the discussion through effective use of questions; presentations must be dynamic and interesting using good eye contact, body language and visuals; avoid reading directly from notes.

The criteria for evaluating the team presentations are attached. Read these carefully in planning the presentation.

The team is required to turn in one written summary of the presentation. It must be typed and may be written in outline form.

All members of the team will receive the same grade for the team presentation.

GROUP PROCESS PAPER: Each individual student will write a five to ten page paper analyzing the dynamic processes of the team. Utilizing concepts presented in class each student should observe and document the happenings within the team. The analysis should include such things as: (1) What are the various roles different individuals are playing? (2) What major phases did the team go through in learning to work together? (3) What conflicts arose and how were they resolved? (4) What subgroups formed within the team and why (e.g., subgroups might form based on friendship, background and interests, position on the issue, leadership styles, etc.)?

The paper should be an introspective analysis of yourself and the group, not a simple record of activities the group carried out. In fact, specific activities of the group are important only to the extent they illustrate dynamic interactions of group members.

EVALUATION OF TEAM PRESENTATIONS: Each student will evaluate the team presentations of the other teams using the attached evaluation form. The forms will be turned in to the instructors after each team has presented. The evaluations will be graded based on completeness of ratings and comments written in to back up the ratings given. Each student will be asked to give at least one oral evaluation immediately following a team presentation.

The summary of the team presentation and the group process paper must be typed in an appropriate format using proper margins, headings, format (title, introduction, summary, lists of references, footnotes, etc.) as needed; as with all other course papers, grammar, punctuation, spelling, neatness, and format will be considered in grading. Effective leaders must be able to communicate clearly and professionally, orally and in writing.

Ag HE 305
Criteria for Evaluating Team Presentations

A. Basics of Organizing Presentation:	Poor				Excellent
-Clear statement of purpose/theme	1	2	3	4	5
-Concise development of theme	1	2	3	4	5
-Effective summary of presentation	1	2	3	4	5

COMMENTS:

B. Selection of Content:	Poor				Excellent
-Interesting and informative	1	2	3	4	5
-Effective discussion of issue	1	2	3	4	5
-Content was appropriate for the time frame	1	2	3	4	5

COMMENTS:

C. Individual Presenters:	Poor				Excellent
-Effective use of voice, eye contact, body language (list names)					
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5
______________________	1	2	3	4	5

COMMENTS:

D. Use of Visuals:	Poor				Excellent
-Visuals help make ideas clear	1	2	3	4	5
-Visuals can be seen	1	2	3	4	5
-Visuals are neatly done	1	2	3	4	5

COMMENTS:

E. Team Work:	Poor				Excellent
-Group shared work load equally	1	2	3	4	5
-Introduction, conclusions, transitions, interactions as a team rather than individual presentations	1	2	3	4	5
-Approach was creative and effective in helping the class learn	1	2	3	4	5

COMMENTS:

F. Overall Rating of Presentation:	Poor				Excellent
	1	2	3	4	5

INDIVIDUAL PROJECT

The individual project is intended to provide students the opportunity to apply their leadership skills to a project outside of the class activities. Each student is expected to take a leadership role in planning, conducting, and evaluating a leadership activity. For example, students might already be involved with a student club, living group, church group or other organization where they could take a leadership role in organizing an activity. Some of you might be involved in activities for Mom's weekend for example; others will be involved in planning and conducting the AHESS weekend workshop, etc. Those who do not have an opportunity through their current organization can contact the instructors for suggestions. For example, some may want to help plan and teach an aspect of the Ag 205 Human Relations course.

Each student will develop a contract with the instructors early in the semester outlining the proposed project activities, method of documenting and reporting the project and evaluation procedures. While there is some flexibility, most will probably report on their individual project via a written report. As with other assignments, the report must be typed using proper format, headings, margins, grammar, sentence structure, footnotes, etc. Criteria for evaluating project are attached.

Ag HE 305
Criteria for Evaluating Individual Projects

A. Project scope and depth reflect a major effort — Poor 1 2 3 4 5 Excellent
COMMENTS:

B. Project is summarized in a concise but thorough manner — Poor 1 2 3 4 5 Excellent
COMMENTS:

C. Project reflects in-depth involvement in a leadership activity — Poor 1 2 3 4 5 Excellent
COMMENTS:

D. Analysis shows application of concepts from class and on evaluation of their usefulness — Poor 1 2 3 4 5 Excellent
COMMENTS:

E. Presentation or Report done in a professional manner (proper format, style, punctuation, spelling, etc.) — Poor 1 2 3 4 5 Excellent
COMMENTS:

F. Report discusses personal learning/insight related to leadership roles, procedures, relationships, etc. — Poor 1 2 3 4 5 Excellent
COMMENTS:

WEEKLY LEADERSHIP LOG

Purpose: The weekly log is intended to help you maintain an active dialogue with yourself related to your leadership interests, skills, activities and goals and to help you personalize the information presented in class. In order to improve your leadership skills you must "know thyself." Allen Tough says: "Begin to pay attention to yourself as a changing, developing and growing person. Notice how you behave in different situations, how you respond to different people and problems." This should help you begin to identify and test your leadership skills, weaknesses and goals.

Logs will be evaluated based on the attached criteria sheet.

Questions to consider in writing weekly logs: Briefly describe leadership or group activities you were involved in this week.

What role or roles did you play in these activities? How did you feel about your role or activities? (e.g., satisfaction, anger, frustration).

What roles did you observe others playing? How did you feel about the roles they played? (e.g., satisfaction, anger, frustration).

What insights did you gain about leadership or group dynamics this week?

How did Ag HE 305 class activities, materials, readings influence you this week?

What questions have come up in your mind this week about leadership and/or group dynamics?

What past attitudes or feelings you've had about leadership have changed?

What new conclusions have you reached about your leadership style, approach, strengths, weaknesses?

What kinds of things would help you develop your leadership skills? Can these be incorporated into Ag HE 305? Will you ask the instructors to consider including it?

Ag HE 305
Criteria for Evaluating Leadership Logs

	Poor				Excellent
A. Weekly leadership activities are recorded COMMENTS:	1	2	3	4	5
B. Analysis of your role in these activities and your feelings about your role are discussed COMMENTS:	1	2	3	4	5
C. Observations of others' leadership roles/activities are recorded and analyzed (including your feelings and attitudes about their roles) COMMENTS:	1	2	3	4	5
D. Insights you've had about leadership or group dynamics are discussed (include changes in your understandings/attitudes about leadership) COMMENTS:	1	2	3	4	5
E. Discussion/analysis of Ag HE 305 activities, materials, readings, etc., and their influence on you are discussed COMMENTS:	1	2	3	4	5
F. Conclusions you've reached about your leadership style, approach strengths and weaknesses are discussed COMMENTS:	1	2	3	4	5

BIBLIOGRAPHY FOR LEADERSHIP EDUCATION

The following bibliography is a largely pragmatic, somewhat eclectic, and, hopefully, useful collection of books, articles, and reference materials on leadership and leadership education. The base of the items reviewed for inclusion was broad. Many references were drawn from the materials left with the Center by participants in the annual Leadership Education Conferences; a significant number of items came from reading lists submitted by respondents to the Center's recent survey of higher education leadership courses and programs; additional material was identified via computer literature searches; still other references were suggested by Center staff and colleagues.

Pulling together a "leadership" bibliography from the many thousands of articles and books on the topic was made easier by the fact that for the most part our selections came from such sources as these. This is both the limitation of this list and its strength. It means that the bibliography could be somewhat unbalanced and incomplete; on the other hand, it also means that the many of the books and articles on the list were selected by someone as useful teaching resources.

Some of the references have annotations. The authors of the annotations, when known, are indicated in parentheses following the annotation. Complete affiliation and address information on the annotators can be found in Section F of the Source Book, "Resource Persons." We solicit your help in adding annotations or comments to any items in the section--we would like the next edition of this source book to have a fully annotated bibliography.

Bibliography Contents

Books B-1

Articles B-17

Reference Materials B-33
    Bibliographies B-33
    Training Guides and Resources B-34
    Surveys B-35

BOOKS

Adams, J., & Yoder, J. D. (1985). *Effective leadership for women and men*. Norwood, NJ: Ablex.

Alinsky, S. (1972). *Rules for radicals*. New York: Random House.

Argyris, C. (1976). *Increasing leadership effectiveness*. New York: Wiley.
A description and analysis of a learning seminar designed to teach top-level executives over a long period how to modify their approach to the world--shifting from emphases on control, winning, and rationality, to concern for valid information, free and informed choices, and expression of feeling. Argyris links his theory of "double loop learning" to the concept of leadership effectiveness.

Astin, A. W., & Scherrei, R. A. (1980). *Maximizing leadership effectiveness: Impact of administrative style on faculty & students*. San Francisco: Jossey-Bass.

Bailey, T. A. (1980). *The pugnacious presidents: White House warriors on parade*. New York: Free Press.

Baldridge, J. V., Curtis, D. V., Ecker, G., & Riley, G. L. (1978). *Policy making and effective leadership: A national study of academic management*. San Francisco: Jossey-Bass.

Barber, C. J., & Strauss, G. H. (1982). *Leadership: The dynamics of success*. Greenwood, SC: Attic Press.

Barber, J. D. (1977). *Presidential character: Predicting performance in the White House*. Englewood Cliffs, NJ: Prentice-Hall.

Barnard, C. (1968). *The functions of an executive: 30th anniversary edition*. Boston: Harvard University Press.

Baron, R. A. (1983). *Behavior in organizations: Principles, findings & applications*. Boston: Allyn and Bacon.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
Discusses the role of the transformational or charismatic leader--who these leaders are, how they get results, and why their leadership often exceeds all expectable limits. Bass attempts to close the gap between the work of social and organizational psychologists, whose focus has been on small groups and institutional settings, and that of political scientists and psychohistorians, who have done most of the important studies of world-class leaders.

Beal, G. M., Bollen, J. M., & Raudabaugh, J. N. (1962). Leadership and dynamic group action. Ames, IA: Iowa State University Press.

Bennis, W. G. (1976). The unconscious conspiracy: Why leaders can't lead. New York: AMACOM.

Bennis, W., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row.

Berkley, G. E. (1971). The administrative revolution: notes on the passing of organizational man. Englewood Cliffs, NJ: Prentice-Hall.

Betz, D. (1981). Cultivating leadership: An approach. Lanham, MD: University Press of America.

Blackwood, A. W. (1949). Pastoral leadership. Nashville, TN: Abingdon.

Blanchard, K., & Johnson, S. (1982). The one minute manager. New York: William Morrow.

Blau, P. M. (1964). Exchange and power in social life. New York: Wiley.

Bliss, E. C. (1978). Getting things done: The ABC's of time management. New York: Bantam.

Boles, H. W., & Davenport, J. A. (1984). Introduction to educational leadership. Lanham, MD: University Press of America.

Booten, D., Hayman, L., & Naylor, M. (1978). Leadership for change: A guide for the frustrated nurse. Philadelphia: Lippincott.

Boyatzis, R. E. (1982). The competent manager: A model for effective performance. New York: Wiley.

The purpose of this study was to determine which characteristics of managers are related to effective performance in a variety of management jobs in a variety of organizations. An additional purpose was to investigate how managerial competencies affect each other and relate to other aspects of management jobs.

Bradford, D. L., & Cohen, A. R. (1984). Managing for excellence: The guide to developing high performance in comtemporary organizations. New York: Wiley.

This book is aimed for managers who are interested in a model of management that the authors contend can move the manager's department "to a state of excellence." Utilizing their own observations along with gleanings from the management lierature, Bradford and Cohen developed a model of leadership. To hone it, they applied their concepts in middle management workshops totaling over 200 participants.

Bradford, L. P. (1976). Making meetings work: A guide for leaders and group members. La Jolla, CA: University Associates.

Broder, D. S. (1980). Changing of the guard: Power and leadership in America. New York: Simon & Schuster.

Bullitt, S. (1977). To be a politician. New Haven, CT: Yale University Press.

Burns, J. M. (1978). Leadership. New York: Harper & Row.
The "dynamic reciprocity" theme is presented in a highly readable volume of leadership analysis. History, biographies, and a socio-psychological approach combine to provide a highly innovative study of the elements of leadership. Teaching and learning leadership are discussed in narrative format. This book could well be used as a follow-on text to the study of leadership theory. (W. Rosenbach & R. Taylor)

Burns, J. M. (1972). Uncommon sense. New York: Harper & Row.

Burns, J. M. (1956). Roosevelt: The lion and the fox. San Diego, CA: Harcourt Brace Jovanovich.

Bursk, E. C., & Blodgett, T. B. (1971). Developing executive leaders. Boston: Harvard University Press.
This is the fourth and final volume of articles selected from the Harvard Business Review for the series in business administration. It brings together sixteen articles concerned with improving administrative competence while broadening the manager's viewpoint.

Campbell, D. P. (1984). If I'm in charge here, why is everybody laughing? 2nd ed. Greensboro, NC: Center for Creative Leadership.

Caro, R. (1975). The power broker: Robert Moses and the fall of New York. New York: Random House.

Caro, R. A. (1984). The years of Lyndon Johnson: The path to power. New York: Random House.
The first of a three volume biography of Lyndon Baines Johnson, the thirty-sixth President of the United States. This volume begins with Johnson's boyhood and concludes with his defeat in his first race for the Senate in 1941. "The more one thus follows his life, the more apparent it becomes that alongside the thread of achievement running through it runs another thread, as dark as the other is bright, and as fraught with consequences for history." (Donald White & Keith Wharton)

Carroll, S. J., & Tosi, H. L. (1977). Organizational behavior. Chicago: St. Clair Press.

This book is about the human problems of management. It focuses on people and organizations, and the many ways these interact to result in varying levels of organizational effectiveness.... This book is a prescriptive book; that is, we write about what we think is the best way to manage different kinds of people in different kinds of organizations. (Authors' comments)

Cleveland, H. (1972). The future executive: A guide for tomorrow's managers. New York: Harper & Row.

Cleveland, H. (1985). The knowledge executive: Leadership in an information society. New York: Dutton.

Builds on the premise that more than half of all work now done in the United States is information work. Discusses the differences between information and other kinds of resources. Says that, "tomorrows leaders will be those with a taste for paradox, a talent for organizational ambiguity, and the capacity to hold new and dissimilar ideas comfortably in the managerial mind."

Cornwall-Jones, A. T. (1948-1984). Education for leadership: The international administrative staff colleges. Boston: Routledge and Kegan Paul.

Cribbin, J. J. (1972). Effective managerial leadership. New York: American Management Association.

Cribbin, J. J. (1982). Leadership: Strategies for organizational effectiveness. New York: AMACOM.

Cronin, T. E. (1980). The state of the presidency. Boston: Little, Brown.

Cuming, P. (1981). The power handbook. Boston: CBI Publishing Company.

This book examines the concept of power and its effect on organization. The six kinds of power, influence and manipulation are covered in direct, easy to understand chapters. A good book for lecture material, it also has various exercises and profiles to use with organizations or classes. (Patrick Brown)

Czudnowski, M. M. (Ed.). (1982). Does who governs matter? DeKalb, IL: Northern Illinois University Press.

De Gaulle, C. (1975). The edge of the sword. Westport, CT: Greenwood.

De Jouvenal, B. (1981). On power: Its nature and the history of its growth. Westport, CT: Greenwood.

Drucker, P. F. (1982). The changing world of the executive. New York: Times Books.

Drucker, P. F. (1969). The effective executive. New York: Harper & Row.

Durrenmatt, F. (1956). The visit. New York: Grove Press.

Dye, T. R. (1983). Who's running America?: The Reagan years. 3rd ed. Englewood Cliffs, NJ: Prentice-Hall.

Dyer, F. C., & Dyer, J. M. (1965). Bureaucracy vs. creativity: The dilemma of modern leadership. Baltimore, MD: University of Miami Press.

Erikson, E. H. (1970). Gandhi's truth: On the origins of militant nonviolence. New York: Norton.

Fiedler, F. (1967). A theory of leadership effectiveness. New York: McGraw-Hill.

Fiedler, F., & Chemers, M. M. (1977). Improving leadership effectiveness: The Leader Match concept. 2nd ed. New York: Wiley.

Tells how to identify your leadership style and to match it with the situation in which you perform best. Offers guidelines on how to change a situation to strengthen your leadership effectiveness.

Fisher, R., & Ury, W. (1981). Getting to yes. Boston: Houghton Mifflin Company.

Freeman, D. S. (1942). Lee's lieutenants. (Vols. 1-3) New York: Scribner.

A three volume study of the Confederate commanders who served with and under General Robert E. Lee in the Civil War. "The necessary qualities of high military command manifestly are military imagination, initiative, resourcefulness, boldness coupled with a grasp of practicality, ability to elicit the best of men, and the more personal qualities of character, endurance, courage and nervous control."

Gardner, J. W. (1964). Self-renewal. New York: Harper & Row.

Gardner, J. W. (1978). Morale. New York: Norton.

Garreau, J. (1981). Nine nations of North America. Boston: Houghton Mifflin.

Gaventa, J. (1980). Power and powerlessness: Quiescence and rebellion in an Appalachian Valley. Champaign, IL: University of Illinois Press.

Geneen, H. S., & Moscow, A. (1984). Managing. New York: Doubleday.

Gilbert, B. (1983). Westering man: The life of Joseph Walker. New York: Atheneum.

Golding, W. (1962). The lord of the flies. New York: Putnam.

Gordon, T. (1977). Leader effectiveness training. New York: Bantam Books.

This book can be used as a text for some leadership classes. It examines many of the components of leadership in an easy to read format and relies heavily on the concept of active listening. (Patrick Brown)

Gouldner, A. W. (1965). Studies in leadership: Leadership and democratic action. New York: Russell and Russell.

Graubard, S. P., & Holton, G. (1962). Excellence and leadership in a democracy. New York: Columbia University.

Gray, J. W. (1973). Communications and leadership. Reston, VA: National Association of Secondary Schools Principals.

Greenleaf, R. K. (1977). Servant leadership: A journey into the nature of legitimate power and greatness. New York: Paulist Press.

Greenstein, F. (1982). The hidden-hand presidency: Eisenhower as leader. New York: Basic Books.

Guthrie, E., & Miller, W. S. (1981). Process politics: A guide for group leaders. San Diego, CA: University Associates.

Process politics believes groups can change while incorporating the needs of personal fulfillment and individual accomplishment. Self-awareness and group effectiveness are the main focus of this volume. Some applicable "maintenance checks " are included in the appendix. (Patrick Brown)

Halberstam, D. (1983). The best and the brightest. New York: Penguin.

A study of the people who filled Cabinet and other high government positions in the administration of John F. Kennedy - "the best and the brightest" - and the questioning of why so many of their decisions and policies were later to be proved so wrong. (Donald White & Keith Wharton)

Halberstam, D. (1979). The powers that be: Time, CBS, Washington Post, New York Times. New York: Alfred A. Knopf.

Hellriegel, D., & Slocum, J. W., Jr. (1979). Organizational behavior. St. Paul, MN: West Publishing.

An in-depth examination of organizational behavior should be required by all who teach or facilitate leadership development. This book provides a solid base from which the understanding of organization can arise. A good resource book for staff, yet the lengthy nature of the book limits its use beyond that group.

Hersey, P. (1985). The situational leader: The other 59 minutes. New York: Warner Books.

Hersey, P., & Blanchard, K. H. (1982). Management of organizational behavior: Utilizing human resources. 4th ed. Englewood Cliffs, NJ: Prentice-Hall.
This book should be a leadership library tradition. It applies the concept of situational leadership while examining motivation, leader behavior, and environmental diagnosis. A good resource for lecture material on theory. (Patrick Brown)

Herzberg, F. (1966). Work and the nature of man. New York: Thomas Y. Crowell.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). The motivation to work. New York: Wiley.

Hodgkinson, C. (1983). The philosophy of leadership. New York: St. Martin's.

Hollander, E. P. (1978). Leadership dynamics: A practical guide to effective relationships. New York: Free Press.
The contents deal with defining and approaching leadership, authority and followership, social changes and exchange leadership effectiveness and functions in organizations, and a summary chapter on leadership dynamics. The main focus of the book is on leader-follower relations and it is an appropriate resource for those interested in the leadership process. (S. Isaksen)

Hunt, J. G., & Larson, L. L. (Eds.). (1979). Crosscurrents in leadership. Carbondale, IL: Southern Illinois University Press.

Hunt, J. G., Sekaran, U., & Schriesheim, C. A. (Eds.). (1982). Leadership: Beyond establishment views. Volume VI. Carbondale, IL: Southern Illinois University Press.

Hunt, J. G., & Larson, L. L. (Eds.). (1974). Contingency approaches to leadership. Carbondale, IL: Southern Illinois University Press.

Hunter, F. (1959). Top leadership, U.S.A. Chapel Hill, NC: University of North Carolina Press.

Iacocca, L., & Novak, W. (1984). Iacocca: An autobiography. New York: Bantam Books.

Jacobs, J. (1984). Cities and the wealth of nations: Principles of economic life. New York: Random House.

Jacobs, T. O. (1971). Leadership and exchange in formal organizations. Alexandria, VA: Human Resources Research Organization.

Janis, I. L. (1982). Group think: Psychological studies of policy decisions. 2nd ed. Boston: Houghton Mifflin.

Jennings, E. E. (1972). An anatomy of leadership: Princes, heroes, and supermen. New York: McGraw-Hill.

Johnson, D. W., & Johnson, F. P. (1982). Joining together: Group theory and group skills. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall.

Group theory and group skills establish the framework of this book. Each chapter addresses a theoretical area, such as conflict, communication, and cohesion, while also providing exercises that apply each theory to a group situation. Many of the exercises have become standard in many leadership and counseling programs. (Patrick Brown)

Kanter, R. M. (1983). The change masters: Innovation for productivity in the American corporation. New York: Simon & Schuster.

Kanter, R. M. (1977). Men and women of the corporation. New York: Basic Books.

Kearns, D. (1976). Lyndon Johnson and the American dream. New York: New American Library.

Kellerman, B. (Ed.). (1984). Leadership: Multidisciplinary perspectives. Englewood Cliffs, NJ: Prentice-Hall.

Kidder, T. (1982). The soul of a new machine. New York: Avon.

The story of how a team of computer engineers at Data General Corporation designed and built a powerful new minicomputer.

King, M. L., Jr. (1964). Why we can't wait. New York: Harper & Row.

Kokopeli, B., & Lakey, G. (1984). Leadership for change: Toward a feminist model. Philadelphia: New Society.

Kolb, D. A., Rubin, I. M., & McIntyre, J. M. (1984). Organizational psychology: An experiential approach to organizational behavior. 4th ed. Englewood Cliffs, NJ: Prentice-Hall.

Korda, M. (1976). Power: How to get it, how to use it. New York: Ballantine Books.

Kotter, J. P. (1982). The general managers. New York: Free Press.

Kraus, R. G. (1985). Recreation leadership today. Glenview, IL: Scott, Foresman.

Kraus, W. A. (1980). Collaboration in organizations: Alternatives to hierarchy. New York: Human Sciences.

Lansing, A. (1976). Endurance. New York: Avon.
The account of Sir Ernest Shackleton's Imperial Trans-Antarctic Expedition of 1915. "For scientific leadership give me Scott; for swift and efficient travel, Amundsen; but when you are in a hopeless situation, when there seems no way out, get down on your knees and pray for Shackleton." (Donald White & Keith Wharton)

Lassey, W. R., & Fernandez, R. R. (1976). Leadership and social change. 3rd ed. La Jolla, CA: University Associates.
A diverse collection of 25 individually authored chapters, this book focuses on change in four unique settings - business, government, education, and communities. The change in these settings is supported by discussion on the basic concept of leadership, such as communication patterns, and behavioral science research. (Patrick Brown)

Lawson, J. D., Griffin, L. J., & Donant, F. D. (1976). Leadership is everybody's business. San Luis Obispo, CA: Impact.

Levine, A. (1980). When dreams and heroes died: A portrait of today's college student. San Francisco: Jossey-Bass.

Levinson, H. (1981). Executive. Cambridge, MA: Harvard University.

Levinson, H. (1973). The great jackass fallacy. Cambridge, MA: Harvard University Graduate School of Business Administration.

Levinson, H., & Rosenthal, S. (1984). CEO: Corporate leadership in action. New York: Basic Books.

Likert, R. (1961). New patterns of management. New York: McGraw-Hill.

Lilienthal, D. E. (1967). Management: A humanist art. New York: Columbia University.

Lipman-Blumen, J. (1984). Gender roles and power. Englewood Cliffs, NJ: Prentice-Hall.

Lombardo, M. M. (1978). Looking at leadership: Some neglected issues. Greensboro, NC: Center for Creative Leadership, Technical Report No. 6.

Lombardo, M. M., & McCall, M. W., Jr. (1981). Leaders on line: Observations from a simulation of managerial work. Greensboro, NC: Center for Creative Leadership, Technical Report No. 18.

Losoncy, L. (1985). The motivating leader. Englewood Cliffs, NJ: Prentice-Hall.

Low, A. (1982). Zen and creative management. New York: Jove.

Loye, D. (1977). The leadership passion. San Francisco: Jossey-Bass.

Lukes, S. (1975). Power: A radical review. Atlantic Highlands, NJ: Humanities Press International.

Mabey, C. (1986?). A model for leadership development: Implementing an institutional mission. Mount St. Mary's College (Write Dr. Cheryl Mabey, Dean for Student Development, 12001 Chalon Rd., Los Angeles, Ca 90049).

Maccoby, M. (1981). The leader: A new face for American management. New York: Ballantine.

Leaders come in many forms and are called many things. This book gives a brief review of leadership today, but focuses on the lives and career paths of six leaders. A good book for advanced study and group discussion. The range presented includes an assistant secretary to a congressman to a chief executive officer to a plant manager. (Patrick Brown)

Maccoby, M. (1976). The gamesman: The new corporate leaders. New York: Simon & Schuster.

Machiavelli, N. (1952). The prince. New York: New American Library.

Mackinnon, D. W. (1978). In search of human effectiveness. Buffalo, NY: Creative Education Foundation.

Maier, N. R. F. (1963). Problem-solving discussions and conferences: Leadership methods & skills. New York: McGraw-Hill.

Manchester, W. (1983). The last lion: Winston Spencer Churchill. Boston: Little, Brown.

Manchester, W. (1978). American Caesar: Douglas MacArthur, 1880-1964. Boston: Little, Brown.

A biography of the General of the Army, Douglas MacArthur. 'He was a great thundering paradox of a man, noble and ignoble, inspiring and outrageous, arrogant and shy, the best of men and the worst of men, the most protean, most ridiculous, and most sublime.' (Donald White & Keith Wharton)

Mansfield, H. C., Jr. (1980). Machiavelli's new modes and order: A study of the "discourses on Livy". Ithaca, NY: Cornell University Press.

Marcus, S. (1974). Minding the store. Boston: Little, Brown.

McCall, M. W., Jr., & Lombardo, M. M. (Eds.). (1977). Leaders and leadership: Of substance and shadow. Greensboro, NC: Center for Creative Leadership.

McCall, M. W., Jr., & Lombardo, M. M. (Eds.). (1978). Leadership: Where else can we go? Durham, NC: Duke University.
A series of readings compiled at the Center for Creative Leadership provides a different perspective to stimulate more creative thoughts about the future of leadership study. Alternative conceptual frameworks, new variables, and alternative methodologies are offered. (W. Rosenbach & R. Taylor)

McCaskey, M. B. (1982). The executive challenge: Managing change and ambiguity. Marshfield, MA: Pitman.

McClelland, D. C. (1979). Power: The inner experience. New York: Irvington.

McFarland, A. S. (1969). Power and leadership in pluralist systems. Stanford, CA: Stanford University Press.

McFeely, W. S. (1981). Grant: A biography. New York: Norton.
A biography of Ulysses S. Grant, Union Army Commander and eighteenth President of the United States. "It is, finally, a story of the quest of an ordinary American man in the mid-nineteenth century to make his mark. Grant failed as a peacetime army officer, a farmer, a minor businessman, a store clerk - and still he wanted to be taken into account." (Donald White & Keith Wharton)

McGregor, D. (1966). Leadership and motivation: Essays. Cambridge, MA: MIT (Edited by W. G. Bennis, et al).

Mills, C. W. (1956). The power elite. New York: Oxford University Press.

Mintzberg, H. (1973). The nature of managerial work. New York: Harper & Row.

Mitchell, T. R. (1982). People in organizations: An introduction to organizational behavior. New York: McGraw-Hill.

Morgenthau, H. J., & Hein, D. (1983). Essays on Lincoln's faith and politics. (Vol. 4). Lanham, MD: University Press of America.

Murray, C. (1984). Losing ground: American social policy. New York: Basic Books.

Naisbitt, J. (1984). Megatrends: Ten new directions transforming our lives. New York: Warner.

Napier, R. W., & Gershenfeld, M. K. (1981). Groups: Theory and experience. 2nd ed. Boston: Houghton Mifflin.

Natemeyer, W. E. (1978). Classics of organizational behavior. Oak Park, IL: Moore.
As stated in the title, this volume is a classic. From Maslow on motivation to Hersey and Blanchard on the life-cycle theory, this book is a foundational presentation of organizational behavior. The 32 individual essays/articles are some of those we see over and over again. It is nice to have them all in one volume. (Patrick Brown)

Neustadt, R. (1980). Presidential power: The politics of leadership from FDR to Carter. New York: Wiley.
This is not a book about the Presidency or an organization, or as legal powers, or as precedents or as procedure. The purpose here is to explore the power problem of the man inside the White House.... It is a problem common to Prime Ministers and Premiers, and to dictators, however styled, and to those Kings who rule as well as reign. It is a problem also for heads of private 'governments' for corporation presidents, trade union leaders, churchmen. (James A. Hodges)

Newman, A. S. (1981). Follow me: The human element in leadership. Novato, CA: Presidio Press.

O'Connell, B. (1976). Effective leadership in voluntary organizations: How to make the greatest use of citizen service and influence. New York: Association Press.

Oates, S. B. (1983). Let the trumpet sound: The life of Martin Luther King, Jr. New York: New American Library.
It is a magnificent recreation of his life--of a boy dominated by the minister father who "ruled his home like a fierce Old Testament patriarch"; of a young scholar passionately caught up in the teachings of Thoreau and Ghandi; a man driven by his vision of racial equality. Stephen Oates portrays the forces that shaped "a very human man"--parental, cultural, spiritual, and intellectual--and of the force he became at a crucial moment in American history. (James A. Hodges)

Olmsted, M. S., & Hare, A. P. (1978). The small group. New York: Random House.

Ouchi, W. (1981). Theory Z. Reading, MA: Addison-Wesley.

Paige, G. D. (1972). Political leadership. New York: Free Press.

Pascale, R. T., & Athos, A. G. (1982). The art of Japanese management: Applications for American executives. New York: Warner Books.

Pearce, W. B., & Cronen, V. E. (1980). Communication, action, and meaning: The creation of social realities. New York: Praeger.

Peters, T. J., & Waterman, R. H., Jr. (1982). In search of excellence: Lessons from America's best-run companies. New York: Harper & Row.
Thomas Peters is a frequent speaker at business conferences and seminars telling American management how to lead effectively. Peters and Waterman studied 43 successful American companies and found 8 basic principles shared by all of them. The Wall Street Journal called it "Exuberant and absorbing--one of those rare books on management that are both consistently thought-provoking and fun to read. (James A. Hodges)

Petrullo, L., & Bass, B. M. (1961). Leadership and interpersonal behavior. New York: Holt, Rinehart & Winston.

Portnoy, R. A. (1986). Leadership: What every leader should know about people. Englewood Cliffs, NJ: Prentice-Hall.

Prewitt, K., & Stone, A. (1973). The ruling elites: Elite theory, power, and American democracy. New York: Harper & Row.

Richards, L. O., & Hoeldtke, C. (1980). A theology of church leadership. Grand Rapids, MI: Zondervan Publishing House.

Robbins, S. P. (1979). Organizational behavior. Englewood Cliffs, NJ: Prentice-Hall.
Organizational behavior is dissected into the individual, the group, and the organization in this book. Values, personality, perception, communication, and dynamics are but a few of the pertinent chapter titles. A strong resource for staff, this book provides easy-to-find information on all organizational behavior subjects. (Patrick Brown)

Roberts, D. C. (1981). Student leadership programs in higher education. Carbondale, IL: ACPA Southern Illinois University Press.
This book examines the rationale behind leadership development programs in higher education. Specific types of leadership programs and special population needs comprise the bulk of the book. The individually written chapters provide different perspectives while establishing key contact people in the field. A volume that should be included in every leadership library. (Patrick Brown)

Rosenbach, W. E., & Taylor, R. L. (Eds.) (1984). Contemporary issues in leadership. Boulder, CO: Westview.

Rothberg, D. L. (1981). Insecurity and success in organizational life: The psychodynamics of leaders and managers. New York: Praeger.

Roy, R. H. (1977). The cultures of management. Baltimore, MD: Johns Hopkins University.

Ruch, R. S., & Goodman, R. (1983). Image at the top: Crisis and renaissance in corporate leadership. New York: Free Press.

Rustow, D. A. (1970). Philosophers & kings: Studies in leadership. New York: George Braziller.

Sarason, S. (1972). The creation of settings and the future societies. San Francisco: Jossey-Bass.

Sayles, L. R. (1979). Leadership: What effective managers really do . . . and how they do it. New York: McGraw-Hill.
This book combines very practical advice with a well-documented, research based theory of managerial action. It draws upon anthropology, psychology, sociology, business, and public administration. (W. Rosenbach & R. Taylor)

Schiffer, I. (1973). Charisma: A psychoanalytic look at mass society. New York: Free Press.

Schlesinger, A. M., Jr. (1985). Robert Kennedy and his times. 2nd ed. New York: Ballantine.

Schull, B. D. (1975). How to be an effective group leader. Chicago: Nelson Hall.

Schutz, W. (1977). Leaders of schools: FIRO theory applied to administrators. La Jolla, CA: University Associates.

Scott, R. F. (1923). Scott's last expedition: Captain Scott's own story. Philadelphia: Transatlantic.
The personal journals of Captain Robert Falcon Scott on his 1910-1912 expedition to the South Pole. "Had we lived, I should have had a tale to tell of the hardihood, endurance, and courage of my companions which would have stirred the heart of every Englishman." (Donald White & Keith Wharton)

Selznick, P. (1983). Leadership in administration: A sociological interpretation. Berkeley, CA: University of California Press.
Leadership in Administration has become a classic in the art of executive leadership--His reminder that the true exercise of leadership transcends a concern with mere efficiency is even more appropriate in today's era of quasi-scientific thought about organization. (James A. Hodges)

Sessoms, H. D., & Stevenson, J. L. (1981). Leadership and group dynamics in recreation services. Boston: Allyn & Bacon.

Silk, L., & Silk, M. (1981). The American establishment. New York: Avon.

Stewart, R. (1976). Contrasts in management: A study of different types of managers' jobs, their demands and choices. New York: McGraw-Hill.

Stogdill, R., & Coons, A. E. (1957). Leader behavior: Its description and measurement. Columbus, OH: Ohio State University College of Administrative Science.

Taylor, R. L., & Rosenbach, W. E. (Eds.). (1984). Military leadership: In pursuit of excellence. Boulder, CO: Westview Press.

Terrill, R. (1980). Mao: A biography. New York: Harper & Row.

Thompson, K. W. (Ed.). (1983). Ten presidents and the press. Lanham, MD: University Press of America.

Thompson, K. W. (Ed.). (1985). Essays on leadership: Comparative insights. Lanham, MD: University Press of America.

Tucker, R. C. (1981). Politics as leadership: The Paul Anthony Brick lectures. (11th series). Columbia, MO: University of Missouri.

Vroom, V. H., & Yetton, P. W. (1975). Leadership and decision making. Pittsburgh, PA: University of Pittsburgh.

Warren, R. P. (1982). All the king's men. San Diego, CA: Harcourt Brace Jonvanovich.

Wecter, D. (1941). The hero in America: a chronicle of hero-worship. New York: C. Scribner's Sons.

Williams, A. S., & Faulkner, L. G. (1979). An evaluation of the Montana Kellogg leadership training programs. Bozeman: Dept. of Sociology and Montana Agricultural Experiment Station, Montana State University.

Williams, J. C. (1986). Leadership quest. McGregor, TX: Leadership Press.

Williams, T. H. (1969). Huey Long. New York: Knopf.

Williamson, J. N. (1984). The leader manager. Minneapolis: Wilson Learning Corporation.

Willner, A. R. (1984). The spellbinders: Charismatic political leadership--A theory. New Haven, CT: Yale University Press.

Wilson, M. (1976). Effective management of volunteer programs. Boulder, CO: Volunteer Management Associates.

Wilson, M. (1981). Survival skills for managers. Boulder, CO: Volunteer Management Associates.

Wofford, H. (1980). Of Kennedys and kings: Making sense of the sixties. New York: Farrar, Straus and Giroux.

X, M., & Haley, A. (1965). The autobiography of Malcolm X. New York: Grove Press.

Yukl, G. A. (1981). Leadership in organizations. Englewood Cliffs, NJ: Prentice-Hall.

This book is about leadership in organization, relying extensively on recent research in behavioral sciences. The primary focus is on managerial leadership as opposed to parliamentary leadership, leadership of social movements, or informal leadership in peer groups. -- Again and again the discussion returns to the central question of how one becomes an effective leader. (James A. Hodges)

Zaleznik, A. & Kets de Vries, M. F. R. (1975). Power and the corporate mind. Boston: Houghton Mifflin.

ARTICLES

Abshire, D. M. (1983). The leadership debate. Washington Quarterly, 6(1), 29-31.
Four leadership articles in this issue are reviewed. The authors agree that there is a lack of innovative leadership in America. Often the techniques of management ignore the relationship between close personal ties and effective leadership. The debate over whether formal education is the answer to producing more innovative leaders will continue until leadership roles are more closely defined. (W. Rosenbach & R. Taylor)

Adair, J. E. (1983, June). The building blocks for good leadership. International Management, pp. 38-47.
Adair is promoting the idea that while there are some natural leaders, many more must be taught leadership skills. The skills needed for leadership traits can grow out of basic human qualities. Qualities he suggests developing are; integrity, leadership by example, willingness to go out in front, and some creative imagination. A ranking of attributes by top level management is included in the article. (W. Rosenbach & R. Taylor)

Ashour, A. S., & Johns, G. (1983). Leader influence through operant principles: A theoretical and methodological framework. Human Relations, 36, 603-626.
Literature on learning and leadership is reviewed. This article discusses a leader's influence on subordinate motivation and behavior acquisition. Operant theory is used to explain leader influence. Suggestions for research in the leader reinforcement are are discussed. (W. Rosenbach & R. Taylor)

Barnes, D. F. (1978). Charisma and religious leadership: An historical analysis. Journal for the Scientific Study of Religion, 17, 1-18.
A theory of charismatic leadership is proposed which explores conditions under which charismatic leadership emerges. Leaders arise in periods of social change when new religious beliefs may be formalized. Biographies of fifteen charismatic leaders are included in this article. (W. Rosenbach & R. Taylor)

Bavelas, A. (1960). Leadership: Man and function. Administrative Science Quarterly, 4, 491-498.
Differences between the personal quality of leadership and leadership as an "organization function" are discussed. Current leadership models are reviewed. Types of leadership coinciding to the emotional tone of the organization are put into model form. The trend in leadership is to rely less on a

specific individual's abilities and more on research and analysis. Leaders are now stereotyped as individuals who interact with a panel of experts for consultation. (W. Rosenbach & R. Taylor)

Bennis, W. (1984). Good managers and good leaders. *Across the Board*, 21(10), 7-11.

Bennis, W. (1982, May 31). *Leadership transforms vision into action*. Industry Week, pp. 54-56.
The author describes transformative power - the essence of what it originally meant to be a leader. He views CEOs as leaders not managers who possess the following characteristics: vision, communication and alignment, persistence, consistency, focus, empowerment and organizational learnings. He continues by stressing the vision a leader has must leave room for creativity, for there is where the art form of leadership exists. (W. Rosenbach & R. Taylor)

Bennis, W. (1982). *The artform of leadership*. Training and Development Journal, 36(4), 44-46.
A study was conducted on 90 CEOs to provide information on effective leadership. All CEOs possessed the following in varying degrees: vision, capacity to communicate vision, persistence, consistency, focus and empowerment. (W. Rosenbach & R. Taylor)

Bennis, W. G. (1984). *The four competencies of leadership*. Training and Development Journal, 38(8), 14-19.

Bennis, W. J., & Jones, J. E. (1980). John E. Jones interviews Warren Bennis on leadership and power. *Group & Organization Studies*, 5, 18-34.

Bisesi, M. (1983). *SMR forum: Strategies for successful leadership in changing times*. Sloan Management Review, 25(1), 61-64.
The author discusses the importance of leadership in times of social change. He suggests that a successful leader must both view his organization as part of the total system and recognize the importance of people within the organization. Suggestions are given to enhance leadership ability. (W. Rosenbach & R. Taylor)

Blake, R. R., & Mouton, J. S. (1982). Theory and research for developing a science of leadership. *Journal of Applied Behavioral Science*, 18, 275-291.
This article explores the two theories of leadership: the Contingency Model and the one most effective style. Both theories are discussed and the authors believe in the idea of there being one best theory of leadership. (W. Rosenbach & R. Taylor)

Blumenson, M. (1972). The many faces of George S. Patton, Jr. Harmon Memorial Lectures in Military History, 14, 1-27.

The author attempts to look at the many facets of George S. Patton, Jr.'s life, including both his private and public life. Patton was well read in history, well trained and dedicated to his profession. All these characteristics have made Patton an effective leader. (W. Rosenbach & R. Taylor)

Bradford, D. L., & Cohen, A. R. (1984). The postheroic leader. Training and Development Journal, 38(1), pp. 40-49.

A new style of management/leadership called The Manager-as-Developer follows the thought that a manager must first believe in a concept and then act in the creation of a team of key subordinates who are jointly responsible with the manager for the department's success. At the same time the manager works to develop management responsibility in subordinates, he or she must help develop the subordinate's abilities to share management of the unit's performance. (W. Rosenbach & R. Taylor)

Britton, V., & Elmore, P. B. (1979). Developing leadership skills in women students. NASPA Journal, 16(3), 10-14.

This study was designed to determine if a leadership and self-development workshop for women could change the participant's attitudes toward leadership and individual issues which are identified with the concerns of women. The workshops differed from traditional leadership training in its emphasis on self-development for women. (W. Rosenbach & R. Taylor)

Burke, W. W. (1980, November). Leadership: Is there one best approach? Management Review, pp. 54-56.

Recent research on leadership is reviewed. The leader's job is to provide direction as well as to be considerate to his subordinate's needs. According to the author, the most effective leader is one who uses participatory management. (W. Rosenbach & R. Taylor)

Burns, J. M. (1980, July/August). Political leadership in America. Center Magazine, pp. 10-18.

Burns, J. M. (1977). Wellsprings of political leadership. American Political Science Review, 71, 266-275.

Butler, D. C. (1979). Improving management practices through leadership training. Public Personnel Management, 8, 134-136.

With more and more responsibility being given to city governments and at the same time more and more budget cuts, Bowling Green has come up with a training program to teach city administrators the team management concept. (W. Rosenbach & R. Taylor)

Christie, R. (1970, November). The Machiavillis among us. Psychology Today, pp. 82-86.

Various experiments were conducted to determine an individual's level of machiavillism. Characteristics of both high and low machiavillian individuals are given. A true machiavillian is not concerned with morality, cool and detached from other people and is more concerned with the means than the ends. (W. Rosenbach & R. Taylor)

Clark, K. E. (1985, March). Teaching undergraduates to be leaders. American Association of Higher Education Bulletin, pp. 11-14.

Cleveland, H. (1980, August). Learning the art of leadership. Twin Cities, pp. 83-86.

Cronin, T. E. (1984). Thinking & learning about leadership. Presidential Studies Quarterly, 14, 22-34.

The author discusses his ideas on leadership and education of leadership. Leadership qualities and characteristics are examined. (W. Rosenbach & R. Taylor)

Csoka, L. S. (1974). A relationship between leader intelligence and leader rated effectiveness. Journal of Applied Psychology, 59), 43-47.

A leader with high intelligence contributed to group performance if the leader had a low Least Preferred Coworker score (LPC) and experienced the favorable situations of a supportive group atmosphere, high levels of experience, and strong position power. Less intelligent leaders under low group atmosphere, low levels of experience, and weak position power performed better than highly intelligent leaders. Intelligence and experience contribute to group performance. (W. Rosenbach & R. Taylor)

Culberton, J. A. (1983). Leadership horizons in education. Educational Administration Quarterly, 19, 273-296.

Our culture has changed into an information society. This article discusses the impact of the information society on education, particularly on educational leaders. School leaders have to be able to do such things as purpose setting, progam adaptation and using new electronic media effectively while maintaining their own self awareness. (W. Rosenbach & R. Taylor)

Cunningham, L. (1985). Leaders and leadership: 1985 and beyond. Phi Delta Kappan, 67, 17-20.

Curtis, B., Smith, R. E., & Smoll, F. L. (1979). Scrutinizing the skipper: A study of leadership behaviors in the dugout. Journal of Applied Psychology, 64, 391-400.

Davidson, H. J. (1977). The top of the world is flat. Harvard Business Review, 55(2), 89-99.

Davis, K. E. (1982). The status of black leadership: Implications for black followers in the 1980s. Journal of Applied Behavioral Science, 18, 309-322.

The author discusses the black leadership movement of the 1980s. Black leadership is limited by: wide spread presence of threats, the issues and the lack of financial support. Great strides have been made in the Black movement, however, the movement seems to be focusing on economic rights and employment opportunities. (W. Rosenbach & R. Taylor)

Davis, T. R. V., & Luthans, F. (1984). Defining and researching leadership as a behavioral construct: An idiographic approach. Journal of Applied Behavioral Science, 20, 237-251.

The authors first discuss the problem of defining leadership, suggesting three minimal criteria. The authors then stress the importance of considering environmental influences on the leadership process and suggest an idiographic appraoch to researching leadership under such theoretic assumptions for leadership. The rest of the article presents a demonstration study for this approach. (W. Rosenbach & R. Taylor)

DeMause, L. (1984). The making of a fearful leader: Where's the rest of me? Journal of Psychohistory, 12(1), 5-21.

This chapter was taken from Reagan's America by Lloyd DeMause. It deals with Reagan's personal anxieties and how those anxieties have affected his politics. This chapter evaluates Reagan's phobias and explains why he developed phobias. The author states the reason for Reagan's success in 1980 was not so much his abilities but his promises to us that psychologically dealt with the same inner turmoils that Americans were experiencing during that time. (W. Rosenbach & R. Taylor)

Denmark, F. L. (1977). Styles of leadership. Psychology of Women Quarterly, 2(2), 99-113.

The issue of what kinds of leaders emerge in what kinds of groups is examined. The focus of groups is on women -- the kinds of women leaders that emerge, the styles of leadership utilized by women in contrast to those utilized by men, and the effects these kinds of leadership have on group behavior. The reasons for the shortage of women in leadership positions are outlined. (W. Rosenbach & R. Taylor)

Ekpo-Ufot, A. (1979). A course in leadership and human relations. Journal of European Industrial Training, 3(4), 21-24.

Describes a management training course in leadership and human relations at the University of Lagos (Nigeria): the initial participant questionnaire on home organizations goals, psychological testing, assignments, study group interaction, lectures, games, feedback and evaluation. The course objective is to develop effective leadership skills and attitudes toward organizational human relations. (W. Rosenbach & R. Taylor)

Ellis, R. J. (1983, March). Organizational leadership in turbulent times. Management Review, pp. 59-61.
In turbulent times a manager must be able to stimulate problem-solving activities to generate as many innovative ideas as possible. Three aspects of an organization may help stimulate new ideas: "free atmosphere," a "supportive environment," and a "loose structure." Ideas not only must be stimulated, but also supported through the use of reinforcement or disapproval and the manipulation of the organization and information flow. (W. Rosenbach & R. Taylor)

Elsner, P. A. (1984). Meeting the challenges with new leadership development programs. New Directions for Community Colleges, 12(2), 33-40.
Explores assumptions about the nature of leadership, change and the future with a view toward identifying realistic organizational activities that community college leaders can undertake.

Ernst, R. J. (1982). Women in higher education leadership positions - It doesn't happen by accident. Journal of the College and University Personnel Association, 33(2), 19-22.
Most leadership roles in education are filled by men. The author gives suggestions to women to improve their chances of becoming an educational leader as well as explains how institutions would benefit by having more women on staff. (W. Rosenbach & R. Taylor)

Fiedler, F. (1971). Validation and extension of the contingency model of leadership effectiveness: A review of empirical findings. Psychological Bulletin, 76, 128-148.

Fiedler, F. E. (1981). Leadership effectiveness. American Behavioral Scientist, 24, 619-632.
Current leadership theories are reviewed. Fiedler finds that current theories ignore the importance of a leader's knowledge, ability to solve problems and to make judgments to effective leadership. The author believes that a person will respond to a situation in a way which is compatible with the individual's personality. The effects of stress on performance is also discussed. (W. Rosenbach & R. Taylor)

Freedman, A., & Freedman, P. E. (1982). Mass line leadership: Another view of Mao's China. American Psychologist, 37, 103-105.
Argues that in his analysis of mass leadership in China, J. Barlow presents a one-sided and highly misleading portrait of Mao's China. Barlow overlooks the fact that small study groups and other organs of participation in the People's Republic of China operate within a context of coercion that

conditions the individual's behavior. Mao's use of physical punishment and outright terror are discussed. (W. Rosenbach & R. Taylor)

Gardner, J. W. (1965). The antileadership vaccine. *Carnegie Corporation of New York*, Annual Report.
There are many leaders in our society. The author discusses what he calls an "antileadership vaccine," meaning that a larger number of young people are being steered away from leadership roles. The process begins in society itself. Individuals do not envision themselves as individuals but rather as an anonymous member in a mass of people. Stereotypes of leaders enhance the unattractiveness of leadership positions. The necessity of leaders in our society is discussed. (W. Rosenbach & R. Taylor)

Goodwin, D. K. (1978, October). True leadership. *Psychology Today*, pp. 46-58, 110.
The author interviews James MacGregor Burns about his theories on leadership. Burns believes that we must study the development of leaders and followers to understand the concept of leadership. He feels that "leadership and followership lie in the vast pool of human wants, and the transformation of those wants into social aspiration, collective expectations and political demand." Leaders of today tend to be charismatic and superficial, partly because of media influence. (W. Rosenbach & R. Taylor)

Graeff, C. L. (1983). The situational leadership theory: A critical view. *Academy of Management Review*, 8, 285-291.
Theoretical issues undermining the robustness of the situational leadership theory and the utility of its prescriptive model are discussed. More specifically, conceptual ambiguity associated with the mechanics of applying the concept of job-relevant maturity and other problems with the normative model are seen as seriously limiting its pragmatic utility. In addition, problems with the LEAD instrument are identified and discussed. (W. Rosenbach & R. Taylor)

Hayes, J. L. (1981, May). Preparing future leaders. *Management Review*, pp. 2-3.
The key to developing new leaders is the chance for young people to have a job in which he/she can practice the skills learned in college. In order to be a successful leader in the year 2005, leaders must be able to handle all media effectively. The key to management is practice. (W. Rosenbach & R. Taylor)

Heider, J. (1982). The leader who knows how things happen. *Journal of Humanistic Psychology*, 22(3), 33-39.
The author presents 12 chapters of Lao Tzu's sixth century B. C. Chinese text, Tao Te Ching, on how to rule a kingdom. (W. Rosenbach & R. Taylor)

Hersey, P., & Blanchard, K. H. (1979). Life cycle theory of leadership. Training and Development Journal, 33(6), 94-100.

Previous research on leadership models is reviewed. A theory called the "life cycle" has been developed. This theory emphasizes the follower rather than the leader. It involves four stages, moving the followers through various stages of maturity. The "life cycle" theory believes as the followers' maturity increases, leader behavior requires less structure and less emotional support. (W. Rosenbach & R. Taylor)

Hofstede, G. (1980). Motivation, leadership, and organizations: Do American theories apply abroad? Organizational Dynamics, 9(1), 42-63.

It is important to remember that management theories developed and studied in one country may be of little use in other countries, due to differences in culture. National culture has been divided into four dimensions: power distance, uncertainty avoidance, individualism-collectivism, and masculinity-femininity. Differences in employee motivation, attitudes, management styles and organizational structures between countries can be traced to differences in mental programming. (W. Rosenbach & R. Taylor)

Hogan, J. C. (1978). Personological dynamics of leadership. Journal of Research in Personality, 12, 390-395.

Fifty members of a university football team were given the California Psychological Inventory (CPI) to determine what personality traits characterize leaders. Subjects were given leadership scores. Leaders were found to possess high scores on CPI scales of dominance, self-acceptance and responsibility. The coaches' leadership ratings were correlated with scores on the leadership regression equation. Stable personality traits characterizing leaders is supported. (W. Rosenbach & R. Taylor)

Hollander, E. P., & Yoder, J. (1980). Some issues in comparing women and men as leaders. Basic and Applied Social Psychology, 1, 267-280.

Reactions of followers to both male and female leaders were studied. Factors such as the nature of the group task and attitudes of both leaders and followers toward the sexes contributed the reactions noted. Leadership role, style, and situational characteristics all influence leader behavior. Further studies are needed to examine the behavior of women and men in groups. (W. Rosenbach & R. Taylor)

House, R. J., & Mitchell, T. R. (1974). Path-goal theory of leadership. Journal of Contemporary Business, 3(4), 81-94.

Howard, A., & Wilson, J. A. (1982). Leadership in a declining work ethic. California Management Review, 24(4), 33-46.

AT&T conducted its second longitudinal study of managers in

1970. Results from the 1970 study were compared with results from a 1950 study. The 1970 survey indicates that baby boomers are less motivated toward success, less optimistic and less committed to corporate life. A historical look into why this transformation has taken place as well as the future directions of corporate life are explored. (W. Rosenbach & R. Taylor)

James, D. C. (1982). Command crisis: MacArthur and the Korean War. Harmon Memorial Lectures in Military History, 24, 1-16.
The controversy surrounding the dismissal of MacArthur by Truman is explored. (W. Rosenbach & R. Taylor)

Johnson, D. P. (1979). Dilemmas of charismatic leadership: The case of the People's Temple. Sociological Analysis, 40, 315-323.
A proposed model of charismatic leadership is used to interpret the power of Jim Jones's People's Temple which ended in a mass suicide in Jonestown, Guyana. Charismatic leaders are constantly seeking ways in which to reinforce their power: additional recruitment, providing benefits to members, delegating authority, giving up worldly possessions for the good of all, and creation of rituals. However, these strategies may also serve to undermine the leader's power. (W. Rosenbach & R. Taylor)

Jones, J. D. (1979). Alternative methods of assisting students in developing leadership skills. NASPA Journal, 17(2), 49-57.
Reports results of a national survey on methods used to develop leadership skills.

Kanter, R. M. (1982). Dilemmas of managing participation. Organizational Dynamics, 10(2), 5-27.

Kerr, S. (1977). Substitutes for leadership: Some implications for organizational design. Organization and Administrative Sciences, 8(1), 135-146.

Kerr, S., & Jermier, J. M. (1978). Substitutes for leadership: Their meaning and measurement. Organizational Behavior and Human Performance, 22, 375-403.
Current leadership theories and models are reviewed. This article stresses that some leadership styles can be effective, regardless of the situation. A number of substitutes for "leadership" can be found to give guidance and promote good feelings within an organization. (W. Rosenbach & R. Taylor)

Kormanski, C. (1982). Leadership strategies for managing conflict. Journal for Specialists in Group Work, 7, 112-118.
Discusses the impact of conflict in small group development theory. Conflict is a positive, normally occurring behavior. Presents leadership strategies involving withdrawal, suppression, integration, compromise, and power. Examples of situational contingencies in group therapy are presented along

with a rationale for strategy selection and intervention. (W. Rosenbach & R. Taylor)

Kotter, J. P. (1978). Power, success, and organizational effectiveness. Organizational Dynamics, 6(3), 26-40.

Latham, G. P., Cummings, L. L., & Mitchell, T. R. (1981). Behavioral strategies to improve productivity. Organizational Dynamics, 9(3), 4-23.

Latham, G. P., & Yukl, G. A. (1975). A review of research on the application of goal setting in organizations. Academy of Management Journal, 18, 824-845.

Lippitt, G. (1983). Leadership: A performing art in a complex society. Training and Development Journal, 37(3), 72.

A brief article dealing with complexities for the modern leader. The author contends that different leaders and different kinds of leadership may be needed periodically throughout an organization's lifespan. He chooses four methods that can be applied in directing activities of humans: Force, Paternalism, Bargain, and Mutual means. (W. Rosenbach & R. Taylor)

Lippitt, R. (1982). The changing leader-follower relationships of the 1980s. The Journal of Applied Behavioral Science, 18, 395-403.

The author, Ronald Lippitt, identifies several trends of change that seem to have particular relevance for the relationships between leaders and followers, examining some of the changing role requirements and competency challenges for leaders and followers and for their interactions. (W. Rosenbach & R. Taylor)

Lombardo, M. M. (1982). How do leaders get to lead? Issues & Observations, 2(1), 1-4.

Lombardo, M. M., & McCall, M. W., Jr. (1983). Great truths that may not be. Issues & Observations, 3(1), 1-4.

Lombardo, M. M., & McCall, M. W., Jr. (1983, March). Management Homilies: Do they hold up under close examination? Management Review, pp. 52-55.

One hundred and nine executives were interviewed to determine how executives learn and change through their careers. From interviews it was found that successful leaders do make big mistakes, possess a combination of toughness and basic values, both good and bad role models are important to executive development and diversity in types of experiences rather than diversity in jobs or increased responsibility provide well-rounded managers. (W. Rosenbach & R. Taylor)

Lynch, C., & Joseph, F. (1983, April). Leadership development: An honors program in student development. Student Services: Issues, Problems, Opportunities, p. 43.

Manz, C. C., & Sims, H. P., Jr. (1984). Searching for the unleader': Organizational member views on leading self-managed groups. Human Relations, 37, 409-424.

Manz, C. C., & Sims, H. P., Jr. (1981-82). Social learning theory: The role of modeling in the exercise of leadership. Journal of Organizational Behavior Management, 3(4), 55-63.

Maxcy, S., Jr., & Liberty, L. (1983). Should education leaders be humanistic? Journal of Thought, 9, 101-106.

This article calls for "humanistic leadership" in education. Although no clear definition has been identified, it would be enough to say that humanistic leadership would involve leading in a truly human and feeling way while keeping in mind the value of historic and classical learning. (W. Rosenbach & R. Taylor)

McCall, M. W., Jr. (1980). Conjecturing about creative leaders. Journal of Creative Behavior, 14, 225-234.

Creativity is seen today as a deviant response by the leader in order to solve some problem. The author sees creative leaders as crafty, contrary, grouchy, dangerous, feisty, inconsistent, evangelistic, prejudiced and spineless. The creative leader tries to create new ideas and evaluate them. (W. Rosenbach & R. Taylor)

McCall, M. W., Jr., & Lombardo, M. M. (1983, February). What makes a top executive? Psychology Today, pp. 26-31.

This article looked at reasons why executives were derailed: inability to adapt to new boss, overdependence on mentor, inability to think strategically, and failure to staff effectively. The authors further compare the behavioral differenes between the arrivers (people who make it to the top) and the derailers. (W. Rosenbach & R. Taylor)

McCarthy, M. J., & Sarthory, J. A. (1978). The ethical dimension of educational leadership: The administrator as a moral agent. Journal of Thought, 13, 8-13.

The author discusses the idea that an effective leader must be able to act as a moral agent to persuade others to follow the leaders' moral point of view. The leader must be able to articulate his view and only during "moral dispute" can conflict over ethical dimensions be resolved. (W. Rosenbach & R. Taylor)

McWhinney, W. (1984). Alternative realities: Their impact on change and leadership. *Journal of Humanistic Psychology*, 24(4), 7-38.

The different ways people experience reality result in their having distinctly different attitudes toward change. Understanding these different concepts contributes to new understanding of resistance to change and the modes of leadership. A description of four altenrative realities and a pencil-and-paper instrument is used to assess the reality concepts people use. "A scenario in four languages," a hypothetical case, elucidates the ways in which managers react. (W. Rosenbach & R. Taylor)

Meier, A. (1965). On the role of Martin Luther King. *New Politics*, 4, 52-59.

Martin Luther King's combination of militancy and conservatism led to his great success. King better than anyone else could articulate the desires of the Negroes both to the Negroes and to White America. This along with King's ability to hold the center position between conservative and radical groups made King an effective leader. (W. Rosenbach & R. Taylor)

Miller, W. C. (1984, June). Can leaders be developed? *Training*, p. 86.

Describes the author's feelings about today's need for more leadership skills. He states differences between leading and management functions. Several goals for more effective leadership are discussed and comparisons of daily responsibilities between managers and leaders are drawn. Some of the skills effective leaders must learn are listed and explained. (W. Rosenbach & R. Taylor)

Miner, J. B. (1982). The uncertain future of the leadership concept: Revisions and clarifications. *Journal of Applied Behavioral Science*, 18, 293-307.

Leadership was developed in a study of small groups and focused on the emergence of a leader. Today we are focused on the functions or organizations and we are finding that our current model of leadership is no longer useful. The author suggests alternative areas of research in the leadership field. (W. Rosenbach & R. Taylor)

Mintzberg, H. (1975). The manager's job: Folklore and fact. *Harvard Business Review*, 53(4), 49-61.

The author examines the common misconceptions, myths, and rumors that dominate the average manager's thinking about his job. He bases his article on many recent studies and tries to define a set of usable and well-defined components for managers. The author feels managers play a complex, intertwined combination of interpersonal, informational, and decisional roles. He hopes to enable the manager to better understand his job. (W. Rosenbach & R. Taylor)

Moore, K. M. (1982). The role of mentors in developing leaders for academe. Educational Record, 63, 23-27.

Discusses formalizing the mentor process by establishing mentor programs to aid the identification and development of promising administrators.

Morris, T. D. (1984). Taking charge in Washington. Harvard Business Review, 62(4), 24-40.

The author discusses the leadership of McNamara, Staats and Califano while heading federal government positions. To be an effective federal manager one must: bring "zest" for new career experiences, be able to make contributions quickly because of limited appointment, be effective communicators, have strategies for attaining goals and develop long-range objectives. (W. Rosenbach & R. Taylor)

Mueller, R. K. (1980). Leading-edge leadership. Human Systems Management, 1, 17-27.

With society changing at such a fast pace, leaders must be able to adapt quickly to new-form situations. Attributes of freer-form organizations are discussed. A triple framework (TISC, LRSQ & PISQ) is suggested for maintaining organizational management and providing guidance for leaders of the future. (W. Rosenbach & R. Taylor)

Newman, R. G. (1983). Thoughts on superstars of charisma: Pipers in our midst. American Journal of Orthopsychiatry, 53, 201-208.

Discusses the effects of charisma in the use and misuse of power, using R Browning's (1895) version of The Pied Piper. The interdependent relationship between a leader and his/her followers is explored, and the psychological implications of these forces for society and its institutions are addressed. (W. Rosenbach & R. Taylor)

O'Ballance, E. (1981). IRA leadership problems. Terrorism: An International Journal, 5, 73-82.

The development of leadership in the IRA is reviewed. Differences and reasons for splitting into the "officials" and the "provisionals" and the Irish National Liberation Army are discussed. (W. Rosenbach & R. Taylor)

Peters, T. J. (1979). Leadership: Sad facts and silver linings. Harvard Business Review, 57(6), 164-172.

A busy executive may be the most effective. This article discusses four sad facts about executives and their potential silver linings. The sad facts include: (a) Senior managers get only one option, (b) time is fragmented and issues are late, (c) bad news is normally hidden, and (d) major choices take months or years to emerge. Effective management lies in foresight and a shrewd sense of timing. Managers must use all their skills to solve problems of the organization. (W. Rosenbach & R. Taylor)

Petrie, T. A., & Burton, B. (1980). Levels of leader development. Educational Leadership, 37, 628-631.

Leadership is conceived of as a sequence of five levels of activity. The levels are analyzed to determine tasks associated with each level and the technologies available to help leaders acquire the necessary skills. (W. Rosenbach & R. Taylor)

Plachy, R. J. (1981, September). Leading vs. managing: A guide to some crucial distinctions. Management Review, pp. 58-61.

It is impossible for an individual to be both a manager and a leader. The relationship between manager and leader is reciprocal, if an individual tries to be too much of one, the other will suffer. The individual who understands the distinction between leader and manager will have greater success in achieving the goals for either the individuals or the organization. (W. Rosenbach & R. Taylor)

Radin, B. A. (1980). Leadership training for women in state and local government. Public Personnel Management, 9, 52-60.

Fifty-five women in public administration responded to a survey and/or interviews to identify skills that would help their upward mobility and job effectiveness, detail on-the-job problems, describe training opportunities available to them, and describe the ideal training/development program (W. Rosenbach & R. Taylor)

Reed, B. G. (1983). Women leaders in small groups: Social-psychological perspectives and strategies. Social Work with Groups, 6(3-4), 35-42.

Reviews research and theories concerning female leaders of small groups and identifies ways that female leaders can minimize negative reactions to their leadership and take advantage of opportunities to promote growth, learning, and new knowledge. Research shows that the gender of a group's leader clearly affects the group and that male and female group leaders behave similarly, but females are often perceived and reacted to differently (usually more negatively). (W. Rosenbach & R. Taylor)

Reinharth, L. (1978). The missing ingredient in organization theory. Advanced Management Journal, 43(1), 14-24.

Salancik, G. R., & Pfeffer, J. (1977). Who gets power--and how they hold on to it: A strategic-contingency model of power. Organizational Dynamics, 5(3), 2-21.

Schwartz, B. (1983). George Washington and the Whig conception of heroic leadership. American Sociological Review, 48, 18-33.

The author discusses the transformaton of George Washington from a military hero to a moral symbol and how his leadership demonstrated the Whig conception of heroic leadership. Leadership is discussed in the Republican tradition. (W. Rosenbach & R. Taylor)

Sergiovanni, T. J. (1979). Is leadership the next great training robbery? Educational Leadership, 36, 388-402.

Critically examines the concept of leadership and the viability of leadership training. (W. Rosenbach & R. Taylor)

Shoemaker, D. J., & Nix, H. L. (1972). A study of reputational community leaders using the concepts of exchange and coordinative positions. Sociological Quarterly, 13, 516-524.

Smircich, L., & Morgan, G. (1982). Leadership: The management of meaning. Journal of Applied Behavioral Science, 18, 257-273.

The basis of this paper focuses on understanding the phenomenon of leadership, not to improve the practice of leadership but as a means of understanding the phenomenon of organization. The authors approach is to analyze leadership as a distinctive kind of social practice, present a case study of leadership in an organizational context, and analyze its consequences. (W. Rosenbach & R. Taylor)

Stockdale, J. B. (1983). Educating leaders. Washington Quarterly, 6, 49-52.

The author suggests that a return to the basics of history and philosophy will provide today's leaders with the wisdom to solve everyday difficulties. The author further states that an effective leader should possess five traits. He should be a moralist, a jurist, a teacher, a steward and a philosopher. The author feels that "leadership traits can only be tested in a real life crisis." (W. Rosenbach & R. Taylor)

Stogdill, R. H. (1974). Historical trends in leadership theory and research. Journal of Contemporary Business, 3(4), 1-17.

A brief review by Stogdill of the history of and trends in leadership theory. (W. Rosenbach & R. Taylor)

Tannenbaum, R., & Schmidt, W. H. (1973). How to choose a leadership pattern. Harvard Business Review, 51(3), 162-175, 178-180.

Trow, M. (1985). Comparative reflections on leadership in higher education. European Journal of Education, 20, 143-159.

Turcotte, W. E. (1983). Leadership vs. management. Washington Quarterly, 6, 46-48.

The author believes a military executive must possess a combination of leadership qualities and effective management skills to solve today's military problems. He suggests ways to go about getting these skills. (W. Rosenbach & R. Taylor)

Van Gelder, L. & Gilligan, C. (1984, January). Leader for a different kind of future. MS., pp. 37-40, 101.

Watson, C. M. (1983, Autumn). Leadership, management and the seven keys. McKinsey Quarterly, pp. 44-52.

Recent research has suggested that managers and leaders are basically different types. In terms of the McKinsey 7-S model, the typical manager is seen as overrelying on the "hard" S's (strategy, structure, and systems), while the leader's mastery of the "soft" elements (style, skills, staff and shared values) helps to galvanize his organization into superior long-term performance. There is truth in the distinction, the author believes, but it is overdrawn. (W. Rosenbach & R. Taylor)

Welte, C. E. (1978). Management and leadership. Personnel Journal, 57, 630-632.

Differences between both "managership" and "leadership," "style of leadership" and "leadership behavior" are discussed. These distinctions may provide guidelines for improvements in managerial and leadership performance. (W. Rosenbach & R. Taylor)

Wilson, J. C. (1969). Leadership for change. Personnel Administration, 32(5), 4-7, 14-15.

Leadership and organization are keys to development. As society develops at an accelerated rate, demands on leadership will also increase. Innovators and creators are needed in this era of technological change. Education is the key to our future; we will require leaders with intellectual capacity beyond mere technical skills to solve our complicated problems. (W. Rosenbach & R. Taylor)

Wood, J. T. (1977). The leader's brief: Teaching an adaptive approach to leading. Communication Education, 26, 354-358.

Presents an alternative method, the adaptive approach, of training leaders which focuses on the leader's ability to analyze the unique group members and situation and adapt his or her own behavior to meet the circumstantial requirements. Introduces the Leadership Brief as a technique for applying this approach. (W. Rosenbach & R. Taylor)

Zaleznik, A. (1977). Managers and leaders. Are they different? Harvard Business Review, 55(3), 67-78.

The author examines the two basic positions of leadership: leaders and managers. He suggests that managers and leaders are basically two different types of people. Combined with different conditions which breed the different types, it is difficult for one person to be both. (W. Rosenbach & R. Taylor)

REFERENCE MATERIALS

BIBILIOGRAPHIES

Borthwick, P. (1982). The leadership bibliography. Leadership, 5, 53.
Caption on top of a list of books "from the pragmatic to the mystical, the following books represent a broad spectrum of resources focusing on vision, goal setting, and finding spiritual direction." (W. Rosenbach & R. Taylor)

Force, G. T., & Van Der Slik, J. R. (1969). Theory and research in the study of political leadership: An annotated bibliography. Carbondale, IL: Public Affairs Research Bureau, Southern Illinois University.

Goehlert, R. (1982). Political leadership. Monticello, IL: Vance Bibliographies.

Hare, A. P. (1976). Handbook of small group research. New York: Free Press.
Contains 15 chapters, as well as appendixes, indexes and a 323 page bibliography on small group research studies. The chapters fall into three basic categories: group process, structure interaction variables, and performance characteristics. This is primarily a reference resource which summarized the major trends and findings on small groups from 1898 through 1974. Suitable for the serious reader interested in small group dynamics and leadership. (S. Isaksen)

Kimmel, M. J. (1981). Senior leadership: An annotated bibliography of the military and nonmilitary literature. Alexandria, VA: Army Research Institute for the Behavioral and Social Sciences. Technical Report #532, 73 pp.
This bibliography contains sections on summary, empirical and nonempirical literature in the field of senior leadership in the military as well as in the nonmilitary positions. This pamphlet includes current literature on senior leadership competencies in higher level positions. (W. Rosenbach & R. Taylor)

Miletich, J. J. (1980). Corporate power, leadership, and success: A selective bibliography to 1977. Monticello, IL: Vance Bibliographies.

Olmstead, J. A. & Galloway, D. R. (1980). Management and supervisory training: A review and annotated bibliography. Alexandria, VA: Human Resources Research Organization.
Topics include the effectiveness of various training

methods for improving knowledge and awareness, changing attitudes, skills, and improving on-the-job performance.

Stogdill, R. M., & Bass, B. M. (1981). Stogdill's handbook of leadership: A survey of theory and research. New York: Free Press.
The chapters fall into eight major categories including: introduction to leadership theory and research, the leader as person, power and legitimacy, leader-follower interaction, the antecedents and consequences of management and styles of leadership, situational aspects of leadership, special conditions, and applications and implications. Extremely comprehensive; suitable for the serious reader and those in search of an excellent reference work. (S. Isaksen)

Vance, M. A. (1982). Community leadership: A bibliography. Monticello, IL: Vance Bibliographies.

TRAINING GUIDES AND RESOURCES

Bates, M. M., & Johnson, C. D. (1972). Group leadership: A manual for group counseling leaders. Denver, CO: Love Publishing.
The authors state that their main purpose is to present to the professional group leader the tools "which will enable him to activate group process in a way which insures that members have growth-producing experience."

Bothwell, L. (1983). The art of leadership: skill-building techniques that produce results. Englewood Cliffs, NJ: Prentice-Hall.

Brown, C. R. (1984). The art of coalition building: A guide for community leaders. New York: American Jewish Committee.

Donant, F. D., Lawson, J. D., & Lawson, L. G. (1982). Lead on! A complete handbook for group leaders. San Luis Obispo, CA: Impact Publishers.
This book is an excellent step by step guide for leaders of volunteer groups. Twenty-four key leadership skills from understanding your own leadership style and communicating effectively to solving conflicts and developing new leaders are addressed here in a clear, concise manner. (Patrick Brown)

Fluegelman, A. (1976). The new games book. Garden City, NY: Doubleday.
The standard group play resource. Numerous games illustrated in this book can be used as ice-breakers or initiatives. A good book to help you think about high or low activity games for large or small groups. (Patrick Brown)

Lawson, L. G., Donant, F. D., & Lawson, J. D. (1982). Lead on! The complete handbook for group leaders. San Luis Obispo, CA: Impact.

Miller, E. C. (Ed.). (1972). Conference leadership: A manual to assist in the development of conference leaders. 2nd ed. New York: AMACOM.

Miller, T. K., Winston, R. B., Jr., & Mendenhall, W. R. (Eds.). (1983). Administration and leadership in student affairs: Actualizing student development in higher education. Muncie, IN: Accelerated Development.

Napier, R. W., & Gershenfeld, M. K. (1983). Making groups work: A guide for group leaders. Boston: Houghton Mifflin.

Pfeiffer, J. W., & Goodstein, L. D. (Eds.). (1986). The 1986 annual: Developing human resources. San Diego, CA: University Associates.

This series, formally called the Annual handbook for group facilitators, has been issued each year since 1972. The volumes contain current, nonoverlapping collections of structured experiences, instruments, lecturettes, professional development papers, and resources for trainers and consultants.

Pfeiffer, J. W., & Jones, J. E. (Eds.). (1985). Handbook of structured experiences for human relations training. San Diego, CA: University Associates.

A companion volume to the annuals, there are now ten volumes in this series. They contain structured experiences designed to promote varied learning experiences and to be useful in a variety of settings.

Rohnke, K. (Ed.). (1977). Cowstails & cobras. Hamilton, MA: Project Adventure.

An outdoor educators volume which can easily apply to numerous group situations. Rope courses and initiative games are the focus of this easy-to-use guide. Illustrations and photographs make it easy to understand the narrative directions. The Blind Polygon works wonders with a group of 40 student leaders! (Patrick Brown)

Schmitt, D. M., & Weaver, D. C. (1979). Leadership for community empowerment: A source book. Midland, MI: Pendell.

SURVEYS

Brown, P. (1986). National leadership programs resource guide. Burlington, VT: University of Vermont, The Leadership Task Force of Commission IV.

Heasley, D. K. (Ed.). (1986). Directory of state-wide rural and agricultural leadership programs. University Park, PA: Pennsylvania State University.

Describes current and previous leadership programs jointly sponsored by the Kellogg Foundation and Cooperative Extension Service. Also includes descriptions of 12 related programs not sponsored by the Kellogg Foundation.

Kaye, B. L., & Scheele, A. M. (1975). Leadership training. New Directions for Higher Education, 3(3), 79-93.

A survey of 60 programs to prepare women for leadership in business and education identifies two distinct types of skills training (lifebuilding skills, and technical and managerial skills) and offers ideas to institutions planning leadership programs. Six model programs are described and 24 are listed in the bibliography. (W. Rosenbach & R. Taylor)

Pence, E., & Reed, N. (1983, June 21). State-of-the-art in management development in the United States. Ft. Belvoir, VA: Defense Systems Management College. Report. (NTIS order no. AD A130 583).

The purpose of this report is to assess the state-of-the-art in contemporary American Executive Development and Training and to highlight areas for application in the Department of Defense.

Rich, P. & Garino, A. (1979). Programs for training citizen leaders: A national survey. St. Louis, MO: League of Women Voters--Citizens Information Resource Center.

Various types of citizen training programs were wurveyed by the staff of the St. Louis Leadership Program to determine the characteristics of a successful program. Findings covered purpose and philosophy, clients, program content, training techniques, funding, and evaluation.

FILMS AND VIDEOS FOR LEADERSHIP EDUCATION

AN ANNOTATED LIST

FILMS AND VIDEOS C-1

The films and videos in the following pages represent a variety of disciplines, subject categories, stylistic treatments and historical periods. There are feature films, documentaries and docu-dramas, training films, and specialty films. Some discuss leadership from a behavioral science perspective, others, especially the feature films, don't talk directly about leadership, but instead "show" it. The common thread among this variety is that for each film, someone found it appropriate as a leadership teaching or training tool.

A few of the films in this list are part of the Center for Creative Leadership collection and have been used in our programs. Others were identified by Frank Freeman and Tom Cronin when preparing a presentation for the 1984 Leadership Education Conference (LEC). Many were recommended by LEC participants and by respondents to the recent Center survey of leadership courses and programs in higher education.

This is a relatively short list. We are sure that there are many other films that are appropriate for some aspect of leadership education. We are asking, as we have throughout this book, for your additions to this list, as well as for additional comments on the films that are already listed.

DISTRIBUTORS C-9

Note that each film has a distributor code listed. The full name and address of each distributor mentioned may be found in this film distributor list.

FILM AND VIDEO RESOURCES C-12

The final part of this section is a list of resources useful in identifying, locating and acquiring films and videos.

FILMS FOR LEADERSHIP EDUCATION

1986

An Act of Congress (1979)
(Runtime: 52m Format: 16mm/VT Distributor: LCA)
Traces the progress of a bill--the Clean Air Act of 1977--through committee, the House, and finally to enactment. Contrasts the leadership styles of Rep. Paul Rogers, supporter of strong clean air standards, and Rep. John Dingle, opponent of a strong bill. -- Catalog description.
Recommended or Used By: Tom Cronin

Billy Budd (1962)
(Runtime: 125m Format: 16mm Distributor: MGM/UA)
Anglo-Allied (A. Ronald Lubin, Peter Ustinov)
In 1797 the sadistic master at arms of a British ship terrorizes the crew and is killed by young Billy Budd, who must hang for his unpremeditated crime. Handsomely photographed but obtusely scripted and variously acted attempt at the impossible, an allegory of good and evil more suited to opera or the printed page: a defiantly uncommercial enterprise. -- Review description

Bolero (1972)
(Runtime: 28m Format: 16mm/VT Distributor: PYRAMID)
Lighting and creative camera work as dramatic as Ravel's music. Brief comments from soloists, concertmaster, and conductor Zubin Mehta give insight into the subtle touches that make a truly great performance (by Los Angeles Philharmonic). -- Catalog description.
Recommended or Used By: William Rosenbach, David Chrislip, CCL

Breaker Morant (1979)
(Runtime: 107m Format: 16mm Distributor: FILMS INC)
Based on a true story, the film takes place when England was waging the Boer war in Africa. England court-martialed three Australian volunteer soldiers for murdering Boer prisoners, denying that the Aussies were acting under British orders. -- Catalog description.
Recommended or Used By: Bruce Payne

The Bridge on the River Kwai (1957)
(Runtime: 161m Format: 16mm Distributor: FILMS INC)
In a steamy jungle POW camp, British prisoner Alec Guinness refuses to build a bridge for the enemy unless his officers supervise the work. The camp commander shrewdly relents; Guinness gets his way, but the enemy gets the bridge. -- Catalog description

The Caine Mutiny (1954)
(Runtime: 125m Format: 16mm Distributor: FILMS INC)
An all-star cast enacts the electric drama of rebellion against unreasonable authority on the combat ship "Caine" in the Pacific during World War II. Humphrey Bogart stars as the paranoid captain in this brilliant film based on Herman Wouk's Pulitzer Prize-winning novel and the critically acclaimed play. -- Catalog description

The Candidate (1972)
(Runtime: 110m Format: 16mm Distributor: FILMS INC)
Robert Redford performs as an idealistic lawyer whose ideals are steadily eroded when he runs for the U.S. Senate. Jeremy Larner, a speech writer for Senator Eugene McCarthy during his presidential campaign, wrote the powerful Academy Award-winning screenplay. -- Catalog description

The Challenge of Leadership (1961)
(Runtime: 16m Format: VT Distributor: BNA)
Explains how to identify and analyze qualities of effective leadership. --Catalog description.

Churchill: Voice of a Lion (1978)
(Runtime: 24m Format: 16mm Distributor: LCA)
Presents the political life of Winston Churchill, with emphasis on the era of World War II. Identifies his traits and techniques of leadership and presents excerpts of many of his speeches showing his bulldog temperament and his use of words as a powerful tool. Records his meetings with Roosevelt and Stalin. Commentary by news correspondent Drew Middleton. Leaders of the 20th Century: Portraits of Power series. -- Catalog description.

Citizen Kane (1941)
(Runtime: 119m Format: 16mm Distributor: FILMS INC)
Considered by many to be a perfect film, if not the best American film of all time, Citizen Kane is truly a cinematic masterpiece. The emotion-paced story of Charles Foster Kane, (based on the life of William Randolph Hearst), is told with evershifting perspective. Directing his own vital performance as well as members of the famous Mercury Players, Welles created an enduring classic for future generations. -- Catalog description.

Command Decision (1949)
(Runtime: 111m Format: 16mm Distributor: MGM/UA)
War among the back-room boys; a general, his staff and his peers debate the aerial bombardment of Germany. Plainly reproduced version of a determinedly serious play, with a remarkable cast party at sea. -- Catalog description.

A Day Without Sunshine (1975)
(Runtime: 89m Format: VT Distributor: PBS)
A documentary, narrated by James Earl Jones, on the Florida citrus industry and the plight of farm workers: low wages, disease, and poor living conditions. -- Catalog description
Recommended or Used By: Bruce Payne

Do You Believe in Miracles? (1980)
(Runtime: 24m Format: 16mm/VT Distributor: ABC)
Most of this film is footage of the incredible and emotional victory of the U. S. Olympic Hockey team, with play-by-play descriptions. Includes reflection by coach and players on the role of leadership, team effort and determination. -- Catalog description.
Recommended or Used By: David Chrislip

Enterprise
(Runtime: 30m Format: 16mm/VT Distributor: LCA)
A series of 25 programs originally aired on PBS. Hosted by Eric Sevareid, this series explores the experiences of a variety of companies and their top executives as they face the risks and rewards of American business. -- Catalog Description. "These case studies combine high production value, lively story telling, and excellent profiles of a variety of business problems." -- Training Magazine.

Five Presidents on the Presidency (1973)
(Runtime: 24m Format: 16mm Distributor: BFA)
Several topics are examined in excerpts from the filmed speeches of five presidents: presidential power, congressional relations, press relations, foreign policy, the president as politician, and the office in retrospect. -- Catalog description.
Recommended or Used By: Tom Cronin

Focus on Decisions
(Runtime: 25m Format: 16mm Distributor: BNA)
A case study of an aircraft company facing some big decisions on expansion. -- Catalog description. Examines situational decision issues. -- R. Taylor
Recommended or Used By: Robert Taylor

Focus on Organization
(Runtime: 31m Format: 16mm Distributor: BNA)
A case study film that follows a woman manager through a year of confronting various organizational and operational problems in a commercial organization. -- Catalog description. Shows results of no leadership. Good issue of women in leadership role. -- R. Taylor
Recommended or Used By: Robert Taylor

Focus on Results
(Runtime: 20m Format: 16mm Distributor: BNA)
A case study that looks at the planning and control problems facing a large multi-national company. -- Catalog description. Situational decision issues. All of the Focus series are British; some students find them hard to understand. -- R. Taylor

Gallipoli (1981)
(Runtime: 111m Format: 16mm Distributor: FILMS INC)
The story of the ill-fated assault by Australian troops on the Turkish-held heights. "Gallipoli is a place now mentioned in history books for the disaster that made Lord of the Admiralty Winston Churchill resign in disgrace." -- Catalog descriptions.
Recommended or Used By: Bruce Payne

Groupthink (1973)
(Runtime: 22m Format: 16mm/VT Distributor: CRM)
Analyses, discusses, an illustrates the eight specific traits of group behavior isolated by Irving Janus. Graphically illustrates group pressure toward premature consensus. -- Catalog description.

Harvest of Shame (1960)
(Runtime: 53m Format: 16mm/VT Distributor: MCGRAW)
Depicts the problems of the migrant farm worker. Analyzes factors contributing to the situation, and offers ways the conditions might be alleviated. -- Catalog description.
Recommended or Used By: Bruce Payne

Joshua in a Box (1969)
(Runtime: 6m Format: 16mm Distributor: BOSUSTOW)
Animated parable about freedom and control--and much else. A person imprisoned in a box eventually escapes--then becomes a box himself to control another creature. -- Catalog description.
Recommended or Used By: Frank Freeman

Justice Black and the Bill of Rights (1969)
(Runtime: 32m Format: 16mm Distributor: BFA)
Presents an interview with Associate Justice Hugo M. Black, often called the court's philosopher. -- Catalog description.

Le Grande Illusion (1937)
(Runtime: 111m Format: 16mm Distributor: ENCYCLO BRIT)
A French anti-war film that is also an inspiring evocation of camaraderie and courage in the face of adversity. -- Catalog description.
Recommended or Used By: Bruce Payne

Leadership Styles (Part 1)
(Runtime: 120m Format: VT Distributor: ADVAN SYS)
Discusses various leadership styles and the characteristics and usefulness of each under varying organizational environments. -- Catalogue description.

Leadership Styles (Part 2)
(Runtime: 120m Format: VT Distributor: ADVAN SYS)
See Part 1 for description.

Leadership Styles (Part 3)
(Runtime: 120m Format: VT Distributor: ADVAN SYS)
See Part 1 for description.

Leadership: Style or Circumstance (1974)
(Runtime: 28m Format: 16mm/VT Distributor: CRM)
The relationship-oriented leader and the task-oriented leader are shown in action and their methods and results compared. Includes live footage and animation. Based on the work of Fred Fiedler. -- Catalog description.

Looking at Leadership
(Runtime: 175m Format: VT Distributor: NABW-EF)
A five-part series from the National Association of Bank Women. Each part includes a 35-minute videocassette focusing on a specific area of leadership, participant workbooks, and a leader's guide. Contains many interviews of women in executive leadership roles. -- Catalog description. "Primarily aimed at leaders within the volunteer setting, but appropriate for anyone desiring to increase his/her leadership skills." -- Anne Bryant
Recommended or Used By: Anne Bryant

Machiavelli on Political Power
(Runtime: 28m Format: 16mm/VT Distributor: BARR)
A film that causes managers to analyze their own leadership style and assess its effects on your company's most valuable resource ...its people. The film presents a debate between Niccolo Machiavelli, author of "The Prince," and three other men representing more humanistic views of politics and human nature. -- Catalog description.

Martin Luther King, Jr.: From Montgomery to Memphis (1969)
(Runtime: 26m Format: 16mm/VT Distributor: BFA)
Surveys the career of Dr. Martin Luther King, Jr., and the anti-violent Civil Rights Movement under his leadership--from the 1955-56 bus boycott in Montgomery to his assassination in Memphis.
Recommended or Used By: Tom Cronin

Meetings, Bloody Meetings (1976)
(Runtime: 30m Format: 16mm Distributor: XICOM)
Focuses on meetings that take too much of a manager's time and accomplish too little. Demonstrates techniques for organizing meetings that are shorter and more productive. -- Catalog description.
Recommended or Used By: Frank Freeman

Migrant (1970)
(Runtime: 53m Format: 16mm Distributor: NBC)
This documentary of the plight of the migrant farm worker concentrates on conditions in Florida. Includes interviews with landlords, corporate growers and workers. -- Catalog description.
Recommended or Used By: Bruce Payne

The Missiles of October (1975)
(Runtime: 155m Format: 16mm/VT Distributor: LCA)
A dramatic reenactment of the Cuban missile crisis of October 16, 1962. Follows the tensions and decisions faced by President Kennedy during the twelve-day period when the United States and the Soviet Union confronted each other with nuclear destruction. -- Catalog description.

New Leadership Styles: Toward Human and Economic Development (1978)
(Runtime: 26m Format: 16mm/VT Distributor: DOC ASSOC)
Michael Maccoby introduces two corporate heads who illustrate his idea of humanistic approaches to management. One of the companies is production oriented while the other is a service company. -- Catalog description. "The president who was interviewed was very articulate in describing the humanistic organization. Both seemed realistic about the limits of participative management." -- CCL Staff
Recommended or Used By: CCL Staff

A New Look at Motivation (1980)
(Runtime: 32m Format: 16mm/VT Distributor: CRM)
An examination by David McClelland of affiliation, power and achievement needs and their relationship to leadership and the social environment of the organization. -- Catalog description.

Nixon: Checkers to Watergate
(Runtime: 20m Format: 16mm/VT Distributor: PYRAMID)
From the heights of success to the depths of impending impeachment, this powerful visual survey highlights the triumphs and tragedies of Richard Nixon's life and career. -- Catalog description

Norma Rae (1979)
(Runtime: 115m Format: 16mm/VT Distributor: FILMS INC)
Portrays the life of a textile worker whose life is changed by the arrival of a union organizer. Norma eventually joins his cause and begins to exert strong leadership in her plant. -- Catalog description.

Patton (1970)
(Runtime: 169m Format: 16mm Distributor: FILMS INC)
A panoramic portrait of General Patton, the brilliant, unstable, and anachronistic World War II tactician. -- Catalog description.

The Peter Hill Puzzle (1975)
(Runtime: 32m Format: 16mm/VT Distributor: NEM)
A dramatization about a new corporate executive who attempts to overcome his predecessor's problems. -- Catalog description. "Excellent portrayal of leadership style and situational variables." -- R. Taylor.
Recommended or Used By: Robert Taylor

The Problem (1965)
(Runtime: 12m Format: 16mm Distributor: MACM)
A Czech animated puppet film about decision avoidance in bureaucracies. Questions the nature of responsibility and man's reaction to it. -- Catalog description.

Productivity and the Self-Fulfilling Prophecy (1974)
(Runtime: 30m Format: 16mm/VT Distributor: CRM)
From a bank failure to the achievement level of a child in school, circumstances are altered by expectation. Dr. Robert Rosenthal presents results of some of his 300 studies on the power of expectation in influencing human performance. -- Catalog description. "Good film--takes one concept and explores it well. Combines theory, philosophy, research and examples. Clear stimulating presentation" -- CCL Staff
Recommended or Used By: CCL Staff

Red River (1948)
(Runtime: 133m Format: 16mm/VT Distributor: MGM/UA)
John Wayne fights with all his strength to carve a ranch out of worthless land. At the same time, he brings up an orphan whom he adopts. Years later, with the ranch seemingly tamed, Wayne is forced to drive his cattle an impossible distance. Hawks cinematically achieves a rhythm, scope and grandeur that many Westerns aim at, but few realize. -- Catalog description.

Situational Leadership (1977)
(Runtime: 16m Format: 16mm/VT Distributor: UNIV ASSOC)
Paul Hersey explains his situational leadership theory for assessing group maturity and then selecting a leadership style. -- Catalog description. "A clear but unimaginative presentation of the situational leadership model" -- CCL Staff.

Styles of Leadership
(Runtime: 26m Format: VT Distributor: ROUNDTABLE)
Takes a common business problem regarding a new contract and shows how it might be handled by four different types of leaders. Presents the major characteristics of each leadership style - autocratic, democratic, manipulative, consultative - and their effects on subordinates are compared and contrasted. Demonstrates and encourages the flexibility in leadership necessary to help people perform at their best. -- Catalog description.

Theory X and Theory Y: The Work of Douglas McGregor (1969)
(Runtime: 49m Format: 16mm Distributor: BNA)
A two-part series. Part 1, Description of the Theory, uses interviews and a brief vignette to compare the two styles of managing. Part 2, Application of the Theory, relates examples of Theory Y principles when applied to several management problems. -- Catalog description. "McGregor's ideas are well presented without a lot of hype, but the film gets low marks for creativity." -- CCL Staff

Triumph of the Will: The Arrival of Hitler (1974)
(Runtime: 13m   Format: 16mm   Distributor: MACM)
Topics: Sound, Symbolism, Photography. Hitler's airplane soars through massive cloud formations en route to a party rally in Nuremburg. Cheering masses greet him at the airport and line the streets of Nuremburg as he rides past. The extract uses no voice-over commentary but appeals to the viewer's emotions through powerful Wagnerian musical score and images that carry symbolic weight. -- Catalog description.

Twelve O'Clock High (1949)
(Runtime: 132m   Format: 16mm/VT   Distributor: FILMS INC)
A psychological drama that deals with the problems of an Air Force commander who must rebuild a bomber group whose shattered morale threatens the effectiveness of daylight bombing raids.
-- Catalog description

Up the Organization (1973)
(Runtime: 24m   Format: VT/16mm   Distributor: TIME LIFE)
Robert Townsend, who wrote the book, "Up The Organization," that outraged the business world, appears here to give his very personal views on such topics as the chief executive, personnel department, management consultants, computers, the public relations department and "Getting In and On." -- Catalog description

The Verdict
(Runtime: 129m   Format: 16mm   Distributor: MGM/UA)
An explosive lawsuit presents an aging, small-time lawyer with a chance to redeem his once-promising career. -- Catalog description.
Recommended or Used By: Bruce Payne

You
(Runtime: 4m   Format: 16mm/VT   Distributor: CALLEY CURTIS)
Combining the thought-provoking narration of William Schallert with a series of fascinating and humorous scenes of a baby exploring a roomful of "treasure," the film encourages viewers to recapture the good qualities they had as children and put them to use today. -- Catalog description
Recommended or Used By: CCL Staff

LIST OF FILM AND VIDEO DISTRIBUTORS

ABC
ABC TV
1330 Avenue of the Americas
New York, NY 10019

ADVAN SYS
Advanced Systems, Inc.
1601 Tonne Road
Elk Grove Village, IL 60007
Phone: (312) 981-4260

BARR
Barr Films
3490 E. Foothill Blvd.
Pasedena, CA 91107
Phone: (213) 681-2165

BFA
BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

BNA
BNA Communications, Inc.
9401 Decoverly Hall Road
Rockville, MD 20850
Phone: (301) 948-0540

BOSUSTOW
Steven Bosustow Productions
20458 Pacific Coast Highway
Malibu, CA 90265

CALLEY CURTIS
Calley Curtis
1111 North Las Palmas Avenue
Hollywood, CA 90038
Phone: (213) 467-1101

CORONET
Coronet/MTI
65 East South Water Street
Chicago, IL 60601
Phone: (800) 621-2131

CRM
CRM/McGraw Hill
P.O. Box 641
Del Mar, CA 92014
Phone: (619) 453-5000

DOC ASSOC
Document Associates
573 Church Street
Toronto, ON CAN
Phone: (202) 387-6700

ENCYCLO BRIT
Encyclopedia Britannica Educational
425 North Michigan Avenue
Chicago, IL 60611
Phone: (312) 321-6800

FILMS INC
Films Incorporated
733 Green Bay Road
Wilmette, IL 60091
Phone: (800) 323-1406

LCA
LCA Video/Films
1350 Avenue of the Americas
New York, NY 10019
Phone: (212) 397-9360

MACM
Macmillan Library Services
866 Third Avenue
New York, NY 10022
Phone: (914) 664-5051

MGM/UA
MGM/United Artists
1350 Avenue of the Americas
New York, NY 10019
Phone: (800) 223-0933

McGraw
McGraw-Hill Training & Development
1221 Avenue of the Americas
New York, NY 10020
Phone: (212) 997-2546

NABW-EF
National Assoc. of Bank Women
Educational Foundation
500 North Michigan Avenue
Chicago, IL 60611
Phone: (312) 661-1700

NBC
National Broadcasting Company
30 Rockefeller Plaza
New York, NY 10020

NEM
National Educational Media
21601 Devonshire Street
Chatsworth, CA 91311
Phone: (213) 709-6009

PBS
PBS Video
475 L'Enfant Plaza, SW
Washington, DC 20024
Phone: (800) 424-7963

PYRAMID
Pyramid Films
Box 1048
Santa Monica, CA 90406
Phone: (800) 421-2304

ROUNDTABLE
Roundtable Films
113 North San Vicente Blvd.
Beverly Hills, CA 90211
Phone: (800) 332-4444

TIME LIFE
Time Life Video
1271 Avenue of the Americas
New York, NY 10020
Phone: (212) 484-5940

UNIV ASSOC
University Associates
8517 Production Avenue
San Diego, CA 92121
Phone: (619) 578-5900

XICOM
Xicom-Video Arts
4088 Commercial Avenue
Northbrook, IL 60062
Phone: (800) 553-0091

REFERENCE SOURCES FOR FILM AND VIDEOTAPE

Published Sources

Educational Film Locator (1986 edition)
R. R. Bowker Co.
1180 Avenue of the Americas
New York, NY 10036
Phone: (800) 521-8110

This is a compilation of film/video titles held by more than fifty major university film centers. Each film listed is briefly annotated and includes codes for the universities owning the film. Most university libraries and film centers will have this book on hand.

Feature Films Available for Rental, Sale and Lease (8th edition, 1985)
James L. Limbacher, editor
R. R. Bowker Co.
1180 Avenue of the Americas
New York, NY 10036
Phone: (800) 521-8110

A reference book containing a list of film companies and distributors for over 20,000 feature films and video cassettes in the United States and Canada.

Halliwell's Film and Video Guide (5th edition, 1986)
Leslie Halliwell
Charles Scribner
115 Fifth Avenue
New York, NY 10003
Phone: (212) 614-1300

Halliwell provides his own brief reviews on more that 10,000 feature films and videos. Though brief, these reviews provide a realistic perspective to the film producers puffery.

Index to 16mm Educational Films (8th edition, 1983)
National Information Center for Educational Media
University Park
Los Angeles, CA 90007
Phone (213) 741-6681

This is only one of NICEM's publications. They acquire and annotate information on nonprint media covering all levels of education and instruction, including college, professional, and adult education. Much of this information is available for computer searching through an on-line computer file.

Media Profiles: Career Development Edition (yearly subscription)
Olympic Media Information
70 Hudson Street
Hoboken, NJ 07030
Phone: (201) 963-1600

This subscription service consists of original reviews of films, videos, slide sets, and media-based training courses. The primary audience is training directors in corporate and public organizations, but some of the films reviewed are appropriate for more generic leadership education. Each review gives a thorough description of the media product, audience level, a graded evaluation, price, and film source.

Thompson-Mitchell and Associates (catalog)
3384 Peachtree Road
Atlanta, GA 30326
Phone: (404) 233-5435

This organization is a one-source distributor for a large number of training-film producers. Handles both sales and rental.

Video Source Book (6th edition, 1984)
National Video Clearinghouse
100 Lafayette Drive
Syosset, NY 11791
Phone: (516) 364-3686

Lists over 30,000 video program titles representing the combined contents of 500 video catalogs.

Other Resources

University Film/Video Collections. Many colleges and universities have their own collection. They often have catalogs of other universities' collections as well.

Public Library Film Collections. Many of the medium to large public libraries have surprisingly good collections.

Video Rental Stores. This is a good source to get feature films to preview for possible course or classroom use.

COLLECTIBLES

This section of the Source Book will include all those ideas and materials that do not fit anywhere else. But as you know from your own scholarly and administrative endeavors, some forms of advice to help you achieve your objective or complete your project are priceless. Your contribution to Collectibles is welcomed and will be included whenever the Source Book is updated. Your past experiences may provide the leg up that is needed by your colleagues who are committed to leadership studies.

COLLECTIBLES
CONTENTS

Interesting materials related to Leadership Studies Alphabetized by Last Name of Contributor

CONTRIBUTOR	INSTITUTION	LOCATION
Blezek, Allen G.	Univ. of Nebraska	Lincoln, NE
Lead: Leadership Education/Action Development		
Haldorson, Linda K.	Univ. of Colorado	Boulder, CO
President's Leadership Class		
Isaksen, Scott G.	State University College Center for Studies In Creativity	Buffalo, NY
Small Group Creative Problem Solving--Consideration for Facilitators		
Mabey, Cheryl	Mount St. Mary's College	Los Angeles, CA
An Administrative Checklist: How Extensive Is The Commitment To The Mission?		
Ritter, Debora A. Brown, Martha L.	Univ. of South Carolina Creighton University	Columbia, SC Omaha, NE
Consideration for the Development of Leadership Programs in Higher Education		
Roberts, Dennis C.	Southern Methodist Univ.	Dallas, TX
A Comprehensive Leadership Program Model		
Slechta, Don	Fort Hays State Univ.	Hays, KS
The Internship in Public Administration		
Steckler, Melvin J.	Wake Forest Univ.	Winston-Salem, NC
Leadership in Museums: The Myth and the Reality		
Warwick, Ron	National College of Education	Evanston, IL
An Explanation of the Program in the Educational Leadership Department		

University of Nebraska, Lincoln, Nebraska Allen G. Blezek

LEAD: LEADERSHIP EDUCATION/ACTION DEVELOPMENT

Nebraska's largest industry, agriculture, plays a profound and overriding role in every phase of Nebraska life. Thus the development of agricultural leaders as effective spokespersons is one of our greatest keys to progress. Ensuring that leadership cannot be left solely to chance, it calls for a solid program to develop leadership on an ongoing basis. It calls for a practical program. That program is LEAD. Leadership Education/Action Development.

TO BE ELIGIBLE: This two-year program is for young agriculturalists with proven leadership potential who have a strong commitment to becoming spokespersons for Nebraska agriculture. You must be between 25 and 40 years of age on September 1 and a resident of the state of Nebraska.

PROGRAM OBJECTIVES

The LEAD program is designed to increase knowledge and understanding of economics and social changes affecting agriculture and rural areas. The program provides an opportunity to develop knowledge of organizational decision-making processes and the role of political institutions. It will help you develop a greater sensitivity to the needs of all society. It will encourage and facilitate practical application of leadership skills in order to represent agriculture at all levels.

The next session, limited to a maximum of 30 persons, will be organized in the fall. After receiving applications, a screening committee will consider each candidate and personal interviews may be required. It is anticipated that each year of the program will involve approximately 30 days of programming in residence, plus travel time to the site of seminars. The seminars will usually be in three-day segments.

In addition, two study-travel seminars will be part of the two-year program. One of these will be international and the other will be held in the Continental United States.

Seminars will be held across the state at public and private institutions of higher education, and in leading Nebraska agri-business.

If you participate in this program, you will develop a higher level of confidence in achieving your potential for leadership. You will develop in-depth knowledge in public affairs, government, monetary and fiscal matters, environmental concerns, domestic and international trade and foreign relations. Since the program is limited to a maximum of 30 Fellows, you will find yourself in a closely knit group of highly motivated associates.

COSTS

The Nebraska Agricultural Leadership Council estimates the total cost of the program in excess of $10,000 per participant. This cost is shared by participants and private donors. The $10,000 figure includes travel and subsistence costs for seminars and national and international study travel seminars. Each participant will be asked to contribute $800.00 per year, due by September 1 of each year, from personal funds and/or funds collected or solicited on participants' behalf from respective agricultural communities. Participants will be responsible for costs involved in travel to and from seminars. Participants must also consider the costs related to being away from home and business for the 80 days involved in the program.

SPONSORS

The program is under the direction of the Nebraska Agricultural Leadership Council, Inc., sponsored by Agriculture Builders of Nebraska and supported by Nebraska's leading individuals, businesses and industries, the Institute of Agriculture and Natural Resources, University of Nebraska and other institutions of higher education, both public and private.

REQUIREMENTS FOR PARTICIPATION

Fellows are expected to continue for the full two-year program. (Your spouses will be invited to participate in some seminars.)

You are expected to demonstrate a satisfactory level of interest and participation.

If you are self-employed, you must offer evidence that time away from your business for study travel seminars will not be a handicap. Those who are not self-employed must have the approval of their employers.

APPLICATION DEADLINE

Applications for new applicants are due by mid-June of each year. Please see the current application packet for actual deadline dates.

SEMINAR SCHEDULE

YEAR 1

October	Potentiality Enhancement and Leadership - Human Relations
November	Leadership Through Communications
December	Leadership Issues of the 80's - Inflation, Unemployment, Energy, Etc.
January	The American Free Enterprise System - Fiscal Policy, Prices, Etc.
February/March	U. S. Study Travel Seminar (Various Topics)
March	Urban-Agricultural Interrelationships
April	Social & Environmental Issues Impacting Agriculture

YEAR 2

September	Natural Resources, Use and Abuse and the Political Process - Local and State
November	Comparative Economic Systems and Foreign Policy Affecting Agriculture
December	Comparative Cultural, Educational, Political and Religious Systems
January	Developing and Defending Relations at Home and Abroad - Consumer Relations Markets at Home and Abroad - National Defense and Agriculture
January	Study Travel Seminar Abroad (Various Topics)
February	Agricultural Financing, Pricing and Marketing
April	Looking Ahead

University of Colorado, Boulder, CO Linda K. Haldorson

President's Leadership Class

The President's Leadership Class is an undergraduate academic and scholarship program designed to foster individual potential in some of the nation's most gifted students. PLC is the premier program of the Student Leadership Institute, a Colorado non-profit agency. The program, in its thirteenth year, is unique to CU-Boulder and the state. Students are selected for academic excellence and demonstrated leadership skills. In class, students are exposed to Colorado and national leaders through weekly lectures, seminars, projects, and internships in the fields of business, education, government, sciences, and the arts. Students gain a much better understanding of the problems facing the state, and their responsibilities as members of this society. For their participation, students receive a $1,000 annual scholarship and academic credit, up to six semesters.

The President's Leadership Class (PLC) is a specially designed three-year scholarship and academic program for students who seek a practical learning experience in the world outside of the University. Over 250 businesses and individuals throughout the State help sponsor PLC at the University of Colorado, Boulder. By placing an emphasis on challenge, opportunity, and responsibility, PLC fosters individual leadership potential through exposure to business, education, government, arts, and the community service sectors. Acceptance into the program, limited to 60 new students each year, is one of the highest honors that can be bestowed upon entering freshmen at CU-Boulder.

Students interested in applying for the program need not have a background in student government, nor are they required to have experience in traditional leadership roles. PLC seeks individuals with diverse backgrounds and interest. Although selection is based in part on academic achievement and participation in extracurricular activities, emphasis is placed on individual initiative, self-confidence, open-mindedness, communication skills, and willingness to undertake responsibility. In addition, the program selects students whose fields of study range from history and psychology to engineering and fine arts.

The first two years of PLC provide participants with an introduction to the leaders, businesses, and institutions that comprise the Colorado community. The third year allows students to apply practically what they have learned.

Freshman Year: The first-year program is divided into three areas: a lecture series, seminars, and recitations. The weekly lecture series features community leaders from across the State including past speakers such as Governor Richard Lamm, William Coors, Chairman of the Board, Adolph Coors Company, and Jo Farrell, President of J. F. Images. Students also attend 8 of over 30 seminars which are designed to show the inner workings of industries, agencies, and institutions. Seminars are given by organizations such as Hewlett Packard, United Bank of Denver, Denver Center for the Performing Arts, and St. Joseph's Hospital. Each student is also placed in a 10-member group and required to attend a weekly recitation led by Class Advisors (CA's), former students form the program. In their recitations students take part in a variety of special activities, discuss books, and express their ideas through written work.

Sophomore Year: As sophomores, the students take responsibility for much of their own education. Through the use of contract learning with an emphasis on personal challenge, the students complete two different units. The first unit, the spirit unit, requires students to work in small groups to complete a community involvement program. The second unit requires students to select an individual project geared toward developing their physical or mental capabilities. After completing these units, students have a clearer understanding of themselves and how they can best apply their knowledge and skills. They complete the year with a Walkabout, an internship involving about 15 hours a week of "hands on" learning, at places such as the Colorado State Legislature, the Denver Nuggets, and the Children's Museum of Denver.

Junior Year: The Junior Program, PLC: Globalism to Localism, is an honors course. The course explores global issues and their manifestations at the local Colorado level, in order to affect change within the State. A special emphasis of the course is participation in experiences which enable students to gain an understanding of the complex problems facing Colorado's future. Finally, students utilize their leadership skills and knowledge gained in the first semester to set up a second-semester group project. The project is designed to act upon a specific problem facing Colorado. The PLC program extends far beyond the classroom learning experience. Each year PLC hold two retreats, a fall orientation weekend and a cross-country ski trip, to provide students with an opportunity to really get to know each other. Additional social activities also help the class form a cohesive group. During the three years the students are together, they develop strong friendships with their classmates, some of CU's most interesting and active students. Colorado residents may obtain applications from high school counselors or from the PLC Office, and applications must be received by PLC no later than February 3, 1986. For nonresidents of Colorado, no separate application is required beyond the University of Colorado admission application. After a review of the applications, interviews will be scheduled during the month of March. Although interviews for in-state students will be held primarily in Boulder, additional interviews will take place on the Western Slope and in Southern Colorado. Acceptance into the program will be announced April 1, 1986. If you have further questions, please feel free to contact PLC Director Linda Haldorson at the President's Leadership Class, (303) 492-8342, in Willard Hall Room 400. The mailing address is: President's Leadership Class, University of Colorado, Boulder, CO 80309-0007.

PLC provides merit scholarships of approximately $1,000 a year over a three-year period. Recipients of other scholarships are encouraged to apply. In no way will other awards affect eligibility for PLC, although they might affect the financial award students receive from the program. PLC scholars earn 3 credit hours each semester. The 6 credit hours earned from freshman year are accepted by all of the colleges and schools within the University. Acceptance of credit earned beyond the freshman year is dependent upon approval from the student's individual college or school.

State University College - Buffalo, NY
Center for Studies in Creativity

Scott G. Isaksen

SOME GENERAL CONSIDERATIONS FOR FACILITATORS OF SMALL GROUP CREATIVE PROBLEM SOLVING

The following general considerations for facilitators are meant to provide selected factors to be aware of when planning to use creative problem solving with groups. Rather than being a comprehensive list, these are springboards for areas within which to conduct deliberate planning and thinking. These considerations may overlap and provide a quick checklist-type response to the question: Once I am convinced that I want to use a group for creative problem solving, how do I get started?

THE ROLE OF A FACILITATOR - It is important to understand the unique style and skills necessary for effective facilitation. This special type of group-oriented leadership focuses on the release and effective utilization of group resources.

THE CLIENT'S ROLE - Establishing and reinforcing the client's role during creative problem solving is a significant element of a productive session. Clients need to have guidance for making choices and judging at appropriate times; and they need to have support for permitting, encouraging and participating in the divergent activities of the group.

RESOURCE GROUP ROLES - The members of the group who provide energy, diversity of experience and viewpoints need to have guidance regarding their role. The facilitator's challenge is to have the group use their assets and limit their liabilities by providing the necessary balance of creative and critical thinking processes in meeting the needs or desires of the client.

PROCESS TECHNOLOGY - Awareness of a variety of methods and techniques for use during a creative problem solving session is an important attribute of an effective facilitator. Having the ability to use a diversity of tools provides the facilitator with an efficient means of meeting the needs of a client by fully utilizing the resources of the group. Knowing the type of outcome (adaptive or innovative) various techniques are likely to produce is another aspect to consider.

ORIENTATION TO PROCESS - All group members need to have some basic information regarding what they are expected to do. Agreement is necessary regarding the procedures and methods used for group activity. It is also very helpful for group members to be aware of their strengths and limitations in using various process technologies, as well as the kinds of blocks to creative thinking which may surface during the session.

THE STRUCTURE OF THE ENVIRONMENT - The climate needs to be conducive to creativity. Group members need to have a certain degree of trust and safety to make contributions and engage in open communication.

OWNERSHIP - It is important for group members to know that their efforts have some meaning and relevance. This can be achieved only if the client has sincere interest in implementing the solutions. The client also needs to possess a reasonable amount of influence to be able to implement the solutions. For ownership to be present, there must be room for a new approach or idea which the client is willing and capable to implement. This type of ownership builds commitment to the group process and helps in the development of effective groups. Elements of the client's task must be specified and have clear connection to the responsibilities of the client.

PLANNING FOR LOGISTICS - Some attention must be focused on assuring that the necessary equipment and resources are assembled for the session. This means setting up visuals, flipcharts with plenty of paper and markers, and a means for affixing these papers in a prominent place for all to see. In addition, the group should be assembled in a place where it is possible to be comfortable to share ideas and engage in effective communication.

TIMING - The purpose of the session, as well as the amount of time to be scheduled should be explicitly identified for all group members. Is the purpose of the group meeting to identify the initial statement of the problem (planning meeting), to generate ideas, or to develop and evaluate options? A specific process task should be identified and an appropriate amount of time should be set aside for the accomplishment of that task.

GROUP COMPOSITION AND SIZE - Some deliberate decisions need to be made regarding the number and type of human resources to be a part of the session. Heterogeneity of perspectives and experiences, as well as homogeneity of levels of power should be considered. Depending on the purposes of the session, a certain number of participants should be specified (generally 5-7). Larger groups should provide additional facilitators to allow an equivalent ratio.

Source: Isaksen, S. G. (1986, in preparation) Facilitating small group creativity. In: Gryskiewicz, S. & Sensabaugh, S. (Eds.) The Proceedings of Creativity Week VIII, Greensboro, NC: Center for Creative Leadership.

Mount St. Mary's College Cheryl Mabey

AN ADMINISTRATIVE CHECKLIST: HOW EXTENSIVE IS THE COMMITMENT TO THE MISSION?

Dr. Cheryl Mabey at Mount St. Mary's College has dredged a channel for you by providing an administrative checklist. It gives you a means for measuring your commitment to leadership studies and suggests ways to proceed. It is included in the Source Book with her permission.

What follows is an inventory of diverse components necessary for an institutional commitment to develop leadership.

1. **Curriculum offerings**
   - ____ a. Interdisciplinary leadership course (open to all students)
   - ____ b. Departmental listing of courses linked with leadership studies
   - ____ c. Introductory course in leadership theories/styles
   - ____ d. Course in leadership skills/competencies
   - ____ e. Academic course work which links practicum with leadership theory (i.e., internships/cooperative education/practicum)

2. **Faculty/Staff Development Workshops/Form**
   - ____ a. Faculty meeting minutes
   - ____ b. Sabbatical requests/projects
   - ____ c. Interdepartmental planning
   - ____ d. Faculty forum/orientation
   - ____ e. Student moderators workshops

3. **Student Activities Program seen as Leadership Lab**
   - ____ a. Peer Counseling Track (emphasis on communications/relationships/helping)
   - ____ b. Governance Track (emphasis on committee work, power, decision making, teamwork)
   - ____ c. Community Contribution (emphasis on community service/needs/external)
   - ____ d. Professional/Pre-career Opportunities (emphasis on career planning/internship/conventions.) Students are expected to participate in at least one major activity per track in two or four years.

4. **Co-curricular Leadership Development Workshops for Peer Counselor/Clubs/Student Officers**
   - ____ a. Annual Leadership Training Orientation Workshop
   - ____ b. Mid-year Evaluation Session
   - ____ c. End-of-Year Evaluation Workshop

5. **Administrative Support for Student Leadership Development**
   - ____ a. Review of campus policy and procedures encourage student responsibility
     --Academic Policies
     --Residence Policies
   - ____ b. Risk-taking is encouraged; experiments are invited even if they cost money
   - ____ c. Contact with administrators to discuss issues regarding leadership in the college environment
   - ____ d. Availability of administrators, from chief executive officer to middle management, to mentor exceptional students
   - ____ e. Annual Leadership Conference for faculty and students which visibly attests to the institutional commitment to leadership development.

6. **Identify and Broaden Leadership Opportunities for College Students**
   - ____ a. Students on all college decision-making/policy-making units
   - ____ b. Intercollegiate/regional representation for college representatives

____ c. Professional travel expenses for student participation at professional conferences.
____ d. Students engage in student lobbying on a local/state/national level

7. **Commitment of Institutional Resources**
    ____ a. Budget reflects commitment to staffing in leadership studies/program
    ____ b. Budget includes substantial operating funds committed to faculty/staff and student leadership development
    ____ c. Corporate/Foundation support solicited for leadership program(s)

8. **Staffing in Both the Leadership Program and On the Administrative Level for Role Models in Leading**
    ____ a. College personnel are hired/selected with the conscious effort to hire effective leaders whatever their particular competencies
    ____ b. Student Affairs professionals are selected/evaluated with commitment to increasing student leadership effectiveness

9. **College publication feature leadership development efforts**
    ____ a. College recruitment materials address expectation of students to lead
    ____ b. College catalog outlines leadership components
    ____ c. College magazine/quarterly publication includes features on the leadership dimension of the college
    ____ d. Alumnae publications address current direction of Leadership Program/Institutional Mission

10. **Alumnae Involvement**
    ____ a. Annual Alumnae Leadership Workshop
    ____ b. Alumnae as resource network for current leaders
    ____ c. Alumnae informed of current leadership directions of the institutional alumnae updated on accomplishments of graduates

11. **Evaluation of Leadership Effectiveness**
    ____ a. Pre-and post-data collection on college students
    ____ b. Measurements for leadership effectiveness which the college faculty have analyzed; periodic report on progress
    ____ c. Comparative studies/national pilot testing when educational feasible to monitor progress

Used with permission from:
Dr. Cheryl Mabey, Dean for Student Development, Mount St. Mary's College

University of South Carolina, Columbia, SC
Creighton University, Omaha, NE
Debora A. Ritter
Martha L. Brown

Considerations for the Development of Leadership Programs in Higher Education

---

At the 1986 American College Personnel Association conference for higher education professionals, there were no less than twelve programs that specifically addressed the topic of student leadership development; many others touched on related leadership issues. Leadership development is an area that has become a key focus for business and politics, and is finally coming of age in higher education. An increasingly larger number of colleges and universities have instituted some form of leadership program, and some are quite extensive. Many schools now have staff positions that exist primarily to coordinate leadership development programs, a trend that has developed only within the last ten years. The majority of other schools have someone with leadership responsibilities in their job description.

The variety of leadership programming is as broad as the different types of institutions where it takes place. Because so much is being done, difficulties can arise when it is your responsibility to create or modify a program. With so many options available, what process can be used to select and implement the most effective programs? What components should be included to result in a truly comprehensive program? What specific needs exist at your institution and what delivery modes will best fit those needs?

By using the step-by-step process described below, you will find it possible to create or refine an excellent leadership program tailor-made for your specific institution. Each leadership program is and should be different, but the process used in developing and evaluating our programs should be similar. The development process consists of five phases:

Analysis of Assumptions
Analysis of Institutional Environment
Analysis of Existing Programs
Development and Implementation of New Concepts
Evaluation

Analysis of Assumptions

Most higher education professionals would agree that offering programs specifically designed to foster the growth of leadership skills in our students is an essential part of their college experience. However, our colleagues may hold greatly differing beliefs about how that might best be accomplished. It is essential that questions such as the following be discussed and some agreement or understanding reached by those responsible for administering a leadership program.

How do you define leadership?
How do you believe someone becomes a better leader?
How do you know when learning has taken place?
How is leadership development a part of career preparation?
How does your program fit into your Institutional or Divisional Mission Statement or goals?
Who is your audience? Who do you intend to serve?
What are your resources on and off campus?
What mandates do you have from internal/external sources?
Who can/will you collaborate with?

What components of leadership programs do you believe are the most important?
What delivery methods are most effective on your campus?
What outcomes are you looking for? How will you know when you have achieved them?

Answering these questions should result in a clarity of focus concerning the purpose of the program.

Analysis of Institutional Environment

As is true of every program that is part of an academic institution, your leadership program will not exist independently. It will be affected by many variables that may or may not be unique to your campus. Analysis of the conditions that may support or hinder leadership development efforts is crucial to the success of the program.

Analysis of Existing Program

In order to assess the quality and quantity of already existing programs, it is necessary to use some type of assessment tool. Some excellent instruments already exist for this purpose, or it would be fairly simple to create one that best fits your needs. The important consideration here is to be sure that the assessment instrument reflects your previously explored assumptions about leadership. That is, the measurement tool must measure what you consider to be important in order to give you useful information.

Development and Implementation of New Components

Through the use of your assessment tool, you should be able to identify and measure what is currently offered on your campus against what you believe constitutes a comprehensive program for your campus. You will probably find you are strong in some areas and weak in others. Adding this information to your analysis of campus conditions should provide a good general direction for future program development. Judging from an informal review of leadership programs at different schools, the possibilities for new program components are endless! Here are just a few examples of successful programs: Leadership classes for credit or non-credit; Co-curricular Transcripts; Group Workshops; Speaker's Bureau; Off-campus Conferences; Emerging Leader Workshops/Retreats; Mentoring Programs; Paraprofessional Training/Consulting; Academic classes in Group Dynamics, Public Speaking, Management, etc.; Resource Centers; Individual Leadership Assessments; Student Leader Advisory Boards; Leadership Newsletters; Senior "Debriefing" Sessions; Leadership for Women, Minorities, and other special populations; and "Shadow" Programs with Community Leaders.

Evaluation

As with any program assessment or development, evaluation is an essential part of the process. Evaluation should be ongoing, possibly with the assistance of a Task Force or Advisory Committee. There are many ways to collect evaluative data, and more than one method should be used. Qualitative results are just as important as quantitative: ask "To what extent did learning take place?" as well as "How many people attended?" The use of follow-up surveys or tracking of students involved in a leadership activity can also elicit useful information. To guide your evaluation efforts, refer back to your answer to the question "What outcomes are you looking for?"

We recommend that the entire process described here be repeated several times each year. Regularly analyzing our beliefs about leadership and the effectiveness of our programs will help us maintain high quality programs and make changes as appropriate to keep in step with our college population.

Selected References

Commission IV Leadership Task Force. National Leadership Programs Resource Guide, American College Personnel Association, Spring 1986.

Lippitt, Ronald. "The Changing Leader-Follower Relationships of the 1980's," The Journal of Applied Behavioral Science, v. 18, 3, 1982, pp. 395-403.

Mabey, Cheryl. A Model for Leadership Development: Implementing an Institutional Mission. Mount St. Mary's College, unpublished manuscript. (Write Dr. Cheryl Mabey, Dean for Student Development, 12001 Chalon Road, Los Angeles, CA 90049)

Roberts, Dennis C. (Ed.). Student Leadership Programs in Higher Education, Carbondale, IL: American College Personnel Association, 1981.

Southern Methodist University, Dallas, TX Dennis C. Roberts

A COMPREHENSIVE LEADERSHIP PROGRAM MODEL

Dennis Roberts has designed a Leadership Program Model to be considered in preparing leadership studies programs. It is reproduced here with his permission.

	TRAINING	EDUCATION	DEVELOPMENT*
Definition	Those activities designed to improve performance of the individual in the role presently occupied.	Those activities designed to improve the overall leadership competence of the individual beyond the role presently occupied.	Those activities designed to provide an interactionist environment which encourages development in an ordered hierarchical sequence of increasing complexity.**
Purpose	To either introduce a new behavior or modify existing behavior so that a particular and specified kind of behavior results.	To provide generalizable theories, principle and approaches of leadership and organizational behavior.	To develop maturity and accompanying insight within the individual in such a way as to enhance leadership potential both for future unspecified needs and for future needs of society.
Focus	Task	Individual and organization	Individual Maturation and Society
Content	1) Specific skills related to a defined task; 2) Clear-cut information about the group, organization, job institution, and/or environment (community); 3) Others.	1) Self-awareness; 2) Goal-setting; 3) Motivation theory; 4) Leadership styles; 5) Group Dynamics; 6) Generalized sensitivity skills; 7) Information about interpersonal relations; 8) Others.	1) Intraception; 2) Analysis and Synthesis; 3) Openness to alternative perspectives; 4) Increasing ability to handle responsibility 5) Ability to take new roles; 6) Internal locus of control; 7) Ability to take risks with self***; 8) Organizational and personal change strategies; 9) Others
When Usable	Now	Soon	Ongoing
State of the Art	Common	Frequent/ Occasional	Unusual

*Nadler, 1970
**Knefelkamp, Widick & Parker, 1978
***Knefelkamp & Slepitza, 1976

	TRAINING	EDUCATION	DEVELOPMENT
Program Examples	1) "How-to-do-it" sessions with organizational officers; 2) Practical problem-solving; 3) Skill sessions relating to organizing and managing the organization.	1) Assertiveness training; 2) Comcunications workshops; 3) Courses--functional application; 4) Organizational development; 5) Team-Building; 6) Organizational "think tank" efforts (task forces, study groups, interorganizational groups.)	1) Programs aimed at identifying potential leaders; 2) Personal counseling and consultation; 3) Courses --personal and organizational application; 4) Developmentally-based workshops.

Peg Anthony and Dennis Roberts © 1979
Roberts, Dennis C. (ed.) Student Leadership Programs in Higher Education. American College Personnel Assn., Media, Southern Illinois University Press, Carbondale, 1981.

Fort Hays State University, Hays, Kansas Don Slechta

THE INTERNSHIP IN PUBLIC ADMINISTRATION

The Public Administration can be both exciting and a rewarding experience for any college student. The benefits derived from the successful completion of an internship program are considerable: an internship can be a useful device to test the public administration field as part of an overall process of making decisions about future jobs (two of our recent graduate student interns found jobs as assistant city managers in western Kansas); internships offer the opportunity to obtain some substantial experience while observing first hand the relationships between academic study and actual work situations; internships enhance your resume by demonstrating administrative skills, leadership and responsibility. While such benefits exist for interns, some problems may also arise. Table 1 offers a number of do's and don'ts for the student to follow.

The learning process while working as an intern is not analogous to that of the more familiar classroom. The learning which takes place during the internship is different in kind rather than degree. Classroom learning is more representative of a "closed" system in which the student is expected to respond to questions which require a particular or "right" answer. In the classroom, uncertainty is held to a minimum. Rarely does the student experience the complexity and uncertainty of interorganizational forces. In other words, there may be no right answer to a particular "real world" problem. A decision may have to be made among a number of "not-so-good" alternatives. Such a situation may be experienced by the intern in agencies which present a highly professional facade to the community. The belief that agency activities and decisions are dictated by professional standards, and then finding out that they are not made this way may disillusion the student. The intern may find out that much of the agency's time and energies are spent in extraneous political infighting.

In an attempt to explain this deviation from the textbook description, it is helpful to view any organization not as a monolithic structure but as a system, much like the human body, made up of a number of subsystems. These subsystems may be explained in another way as three levels within the organization. The lowest level where more stability and less uncertainty is experienced is the technical level. At this level, stability is a primary goal. The intern, however, will not be working at this level. The intermediate level is called the managerial level. Here more uncertainty and less stability is the norm as this level attempts to mediate problems existing between the technical level and the institutional level. The institutional level performs the boundary spanning function between the organization and its external environment. At the institutional level, uncertainty and instability are the most common. It is at this level that the intern will be spending the most time. When working with a department head or city manager, much of this individual's time is spent working with clientele groups. In other words involvement in politics. This is what Norton Long is referring to in his article "Power and Administration."

Another explanation for the confusion the intern might face can be traced back to the distinction drawn between professional and experiential knowledge. Professional knowledge is rarely used in public agency activities on a day-to-day basis even though it may be a justification for employment. Agency operations are dictated at the institutional level more by clientele expectations and politics than by professional standards as they are at the managerial and technical levels within the organization. Activities at the level which you will be working tend to be situational specific. A major concern of many interns has been the inability of the student to comprehend the complex agency climate and the various clientele groups the agency has to serve.

To help provide the background knowledge for the student before the internship is taken, a number of readings have been assigned which will be read and discussed with your Instructor before you actually start your internship program. These readings are designed to help the student cope with facing new problems and situations. Therefore, the readings provide both theoretical and empirical substance.

THEORY

James D. Thompson, ORGANIZATIONS IN ACTION (1967). Chapter 1 "Strategies for Studying Organizations" is assigned to provide the student additional background concerning the "technical, managerial, and institutional" levels within an organization. Thompson also provides analysis of the difference between the "closed" and "open" organization. The open system assumes more variables are present in the operation of the organization than we can comprehend at any one time. In other words, some variables are influenced by things we cannot control or ever predict.

Norton Long, "Power and Administration." In this article Long looks at some of the variables which we may not be able to control. The influence on bureaucratic organizations rest primarily on their capacity for "public relations and the mobilization of political support." They lead and in large part are led by the diverse groups whose influence sustains them. All this means is that the public administrator is not easily distinguished from the politician. Success depends, much like the elected official, upon mobilizing a political following. Public administrators cannot assume that the programs they administer will have a political backing. Instead, each agency must constantly create a climate of acceptance for its activities and negotiate alliances with community groups to sustain its position.

EMPIRICAL STUDIES ABOUT CITY MANAGERS

The next three articles provide various perspectives on the role city managers play in communities. While reading these articles, keep in mind what both Thompson and Long have said.

Richard J. Stillman, III, "The City Manager: Professional Helping Hand or Political Hired Hand?"
Frank Aleshire and Fran Aleshire, "The American City Manager: New Style, New Game."
The Kansas City Star, "The Short History of former City Manager, A. J. Wilson."

THE PURPOSE OF CITY MANAGERS

The next two articles discuss the purpose of city government and city managers which is to improve the efficiency and effectiveness of city services, however, public administration is different from private administration. In the private sector, the bottom line of "profit-loss" can be used to gauge the effectiveness of the organization. Productivity is much harder to evaluate.

Harry P. Hatry, "Issues in Productivity Measurement for Local Governments."
Arnold M. Howitt, "Improving Public Management in Small Communities."

Upon completion of these readings and a discussion with your Instructor, the internship will start. During this time, ask all the questions you can from everyone you work with. Asking questions about how and why certain things are done is one of the best ways to learn. Listed below are a number of questions to keep in mind during your internship and will need to be addressed in your paper at the end of the internship.

How are policy issues articulated?
What types and uses of power exist in the jurisdiction?
Who are the key actors, and what are their roles?
What are the major differences between the political and professional, the line and the staff, and the official and citizen groups?
Who are the real leaders? How do they express their leadership? What significance does structure, personal behavior, or official role play in leadership?
How do public administration professionals manage their resources, including employees and volunteers?
What kind of data is available, how does information flow, and how does the public administrator influence the flow?
What managerial bottlenecks exist, and how do the administrators deal with them?
What different management styles are being employed by different managers?
What clientele groups exist, and who is dealing with them?
What role does the press play, and why?
What seems to be the primary value assumption of the managers and the other participants in decision making?
How much decision making is taking place in private?
What structural characteristics contribute to, or detract from, administrative effectiveness?

In closing, let me state that the internship can be an extremely rewarding phase of your college career. However, like most things in life, you only get out what you put in.

Table I
PROGRESSIVE STEPS THROUGH AN INTERNSHIP

ASSESSMENT OF INTERN: ACCEPTANCE OF INTERNSHIP

DO'S

Analyze your interests, values, and goals; and be certain the intern coordinator is aware of them.
Interview with the prospective agency before accepting the position; inquire regarding the agency's motives for desiring an intern.
Despite temporary/student status, regard yourself as a professional; above all, possess confidence with yourself.
Prepare to expect and accept the fact that problems and dilemmas will more than likely occur.
With regard to problems: Be perseverant, patient, and pleasant--these attributes will assist you in overcoming, or at least coping with, problems you will most likely encounter.

DON'TS

Do not consider yourself as a know-it-all; keep in mind that you are an intern and the basic purpose of the internship is to provide a learning experience.

ROUTINE OFFICE AFFAIRS

DO'S

If internship is part-time, try to arrange your work schedule so that you work a few hours each day; however, if only two days are scheduled, they are better together, as this allows immediate follow-up of undertakings.
Stake out territory, e.g., a desk and chair to call your own; this adds legitimacy to your presence besides limiting the disruptions caused by constantly shuffling from desk to desk.
Be aware of office policy with regards to dress code, protocol, and time flexibility; become acquainted with the rules regarding benefits, sick leave, paid

holidays, extra training, etc.; and most importantly, follow the rules set for the other employees.

DON'TS

Do not expect special treatment or the right to take special liberties; this only inhibits relationships with other employees, and your supervisor is not likely to take you seriously.

INTERN ORIENTATION

DO'S

Ask for information regarding the organization during first interview, and take it home to read prior to starting internship--this will facilitate your orientation.

If supervisor has not planned an orientation, ask for one. If that is impossible, find out who the staff experts are in your problem area and waste no time in meeting with them. (An intern can spend weeks compiling a file of information that a staff member has already gathered.)

Become familiar with the entire agency so that you may better understand the importance of your assignments and set your priorities. Also, maintain a comprehension of the agency's relationship with other agencies.

a. Look through back issues of your organizations's newsletters and annual reports.
b. Look at the organization's budget.
c. Look at the formal organizational chart.
d. Understand the degree to which politics will affect your assignment.

Understand your limits of responsibility and how much leeway you have in order to accomplish a task.

DON'TS

Do not abuse the task of familiarization by taking too long to read the usually voluminous amount of government paperwork; instead, scan the rules and procedures for general knowledge so that you will know where information is located.

INTEGRATING INTO THE NEW ENVIRONMENT

DO'S

Initially learn to fit in by being formal towards everyone; then gradually, depending upon the climate, establish friendships or at least pleasant working relationships with other employees.

Learn quickly who the people are that facilitate the workflow.

Attempt to gain an appreciation for the clerical and secondary functions of the agency, for they are the building blocks of the primary mission. A finished project can be delayed, altered, or expedited depending upon the inclination of the clerical staff.

Develop a list of persons to know in your working environment so when you need to contact them, you have their phone number. You may want to include other information, e.g., the context of your meeting, the date, the person's position, etc.

In order to become involved with the process of management, make an effort to attend meetings, be included on reading lists, and in other day-to-day management activities. (This should also add status to the intern position.)

It is helpful to take notes at all staff meetings and at formal meetings with your supervisor.

DON'TS

Do not become so aggressive as to threaten other employees; however, appear competitive enough to establish a basis for receiving favorable recommendations.

Do not try to exercise unwarranted authority; however, do be ready to ask questions.

Do not be afraid to ask questions; the cooperation that you receive will most likely be both extensive and directional.

Do not become "pigeon-holed" in one unit of the organization, but attempt to expand your knowledge by contacting program managers in other divisions to gain insight into the organization as a whole.

ESTABLISHING THE INTERNSHIP TASK(S)

DO'S

Establish the expectation, limitation, and direction of the internship with your supervisor and coordinator at the onset of your internship.

Evaluate your intern assignment in terms of where you want to be at the end of its duration. If experience is the desired end product, make sure your supervisor includes you in a good number of different work assignments. If opting for a permanent job and the experience is only a by-product, make sure that your assignments are important to the organization, limited in number, and display quality work.

If occasionally asked to perform some routine work that you feel is beneath you, remain pleasant and complete the task. However, if a majority of your job constitutes busywork, speak with your supervisor and/or coordinator.

Plan your internship carefully around the time that is available to you so time limitations will not enter in as a problem. Draw a PERT chart so you and your supervisor will be able to realize the time required for a new assignment, especially if it falls near the end of your internship.

Alternative projects should be kept in mind in the eventuality that an impasse is reached in the primary activity, e.g., coordination difficulties, papers not back from typing pool, etc.

DON'TS

Do not hesitate to contact the intern coordinator if the internship is not in line with the guidelines established by the University department administering your internship.

If you feel a task is irrelevant, do not accept the task without asking questions in regards to its relevance; however, do not ask questions in such a way as to offend your supervisor.

Do not allow yourself to be overloaded with all the tasks which no other staff member wants to do.

Once you have learned a procedure or task, do not be tempted to repeat it. The mission of an intern should not be to carry out the continuing functions of an agency but to gain as much varied experience as possible.

Do not pretend that you have performed a certain type of task when, in fact, you have not; do, however, ask questions until you understand that task at hand.

If you leave an intern post with an unfinished product, do not leave it in such a condition that no one else would be able to continue on.

DEVELOPING INTERN SUPERVISOR RAPPORT

DO'S

Establish a good working relationship with your supervisor so that you will be able to talk freely about that which you are receiving or lacking for the internship experience.

Assure your supervisor that you have a desire to learn and that you are putting forth all efforts to make the internship worthwhile.

If you suffer from "lack of guidance," remedy the situation by either talking to your supervisor or your faculty coordinator; however, it is necessary for an intern to respect the supervisor's extensive responsibilities and be understanding of their work schedules as they are of yours.

You should be innovative and not require constant supervision; be positive and a self-starter; you will be taken more seriously by the agency and supervisor.

With respect to your supervisor, remember that he is responsible for your relations with other sections and departments. Make contacts pleasant, productive, and quick--not wanting to be the cause of any negative feelings between your supervisor's section and others.

Do not fail to have regularly scheduled meetings with your supervisor so that you may acquire not only feedback on projects but also so that you may remain visible to your supervisor (visibility is essential if trying to work into a regular position with an agency).

VITAL ELEMENTS OF SUCCESSFUL INTERNSHIP FOR CONSIDERATION BY INTERN

DO'S

Do make the most out of your situation: Gain as much experience and knowledge as possible; and at the same time, make a meaningful contribution to the agency.

Follow through on whatever job you undertake; deadlines are important and should be adhered to in all cases.

As students, we must be aware that our educational training is an important tool to be used in the working world. The classroom theories are helpful, but we must continually remind ourselves that there are exceptions and situations that require flexibility and experience when putting our educational tools to work in the "real world."

Make an effort to ward off the influence of sloppy, lazy workers in the environment.

Since staff may be busy and an intern receives low priority, overcome this problem by scheduling meetings with those with whom you need to confer a day or two ahead of time.

Take advantage of training workshops offered inside and outside of your organization; and often the organization will provide registration fees.

Keep a daily journal.

Meet during the semester with other interns to discuss progress, problems, and experiences; feedback and discussion aids the learning process.

DON'TS

Do not become discouraged when reports you prepare go through a refining process when reviewed by staff. (Remember that they are the experts and know what will get the job done; and you will gain experience and knowledge from such an exercise.

Do not become upset or hostile if your ideas are given little or no consideration nor let yourself become overwhelmed with feelings of insecurity and/or inadequacy. Do not refrain from contributing whatever you believe to be relevant.

Do not be defensive when you make mistakes; mark it off as par for the course and continue on. Remember, you are there to develop your talents and skills; you are not on trial.

Do not allow yourself to become involved in issues (e.g., collective bargaining, personnel problems, etc.) which may have caused friction before you came on board nor become involved in office politics: Be an impartial observer.

FUTURE CAREER OF INTERN

DO'S

Take advantage of the contacts you make and your access to job information. Be constantly on the lookout for job announcements concerning positions related to your background.

You may decide to do extra work on your own time, which may increase your chances of permanent employment with the agency.

Treat the internship as a permanent job. By taking this attitude, you could be hired at the completion of your internship.

Be aware of the possibility that you may discover a change in your career objectives based upon your internship experience.

DON'TS

Do not expect to be an expert at the completion of your internship, but do realize that you have valuable experience to guide you.

References

Cortus T. Koihler, "The Intern and the Internship," Teaching Political Science, Vol. 7, No. 3, pp. 329-335.

James R. Alexander, "Institutional Design of Public Service Internships: Conceptual, Academic, and Structural Problems," Teaching Political Science, Vol. 9, No. 3, pp. 127-133.

Wake Forest University, Winston-Salem, NC Melvin J. Steckler

Leadership in Museums: The Myth and the Reality

The following are closing remarks taken from a speech given by Melvin Steckler to the North Carolina Museums Council at its 1986 meeting in Hickory, North Carolina. The title of the speech was Leadership in Museums: The Myth and the Reality. It focused on the questions of how we understand what Leadership is. The talk drew a parallel between the task of ordering an understanding of leadership and the problem confronting encyclopediasts, such as Mortimer Adler, in editing knowledge into a useful set of categories. Using divisions similar to those employed in designing the Encyclopedia Britannica, the talk presented descriptions of leadership from the perspectives of history, science, art, poetry and philosophy, and then concluded...It should be apparent by now that I have rested a description of leadership on several different ways of grasping it. If I have one finding from my studies, it is that I am unable to understand what is meant by this ambiguous and paradoxical concept without reference to several forms of knowledge or ways of knowing about it. No one way is able to do the job by itself. History can give us information about who some of the great leaders of the past have been, but it cannot tell us how they accomplished their effects. Science can give us empirical data about leadership phenomena, but scientists cannot agree on what leadership is. Contemporary accounts can point to on-going examples of the art of leadership, but cannot transmit the skill and knowledge underlying the art. Poetry can tell us what leadership could be, but the inspiration lacks specification of the means for getting there. Philosophy can inform us of what leadership should be in ways which we find difficult to deny--given our intellectual heritage--but it cannot provide us with the content of the leader's moral perception.

However, when added together, an image emerges, which I suggest, is what we mean by leadership as a viable and meaningful human construct. It can not be defined by any one of these ways alone. Therefore, if you would understand what leadership is, look for it, study it, experience its art and wonder about it in all the ways we have invented of coming to know it. Do not settle for any one view alone. It will be inadequate. Maintain leadership as a question in your mind, not an answer. If you will do this, an understanding of what it is will emerge, and it will be an informed view. From this, you may fashion your own approach to leadership as action.

In considering leadership as action, you may find--and this is my second closing recommendation to you--that the enactment of the leader role can be ordered on these same grounds as well. If you remember Mortimer Adler's, "Goods of the Mind"--Information, Knowledge, Understanding and Wisdom--which were made up of the ways of knowing available to us, that is, through awareness of the that, the what, the how and the why of things, do these not comprise the basis for the conduct of all human actions? Therefore, should it not follow that the task of the leader is to employ these goods in service to the conduct of others? Just as we have conceived leadership as an idea drawn from history, science, art, poetry and philosophy, could not these same modes of knowing comprise the expressive content of the Leader's action role as well?

When looked at in this way, knowing becomes the vehicle through which the leader exerts influence on events. Now the leader is historian, scientist, artist, poet and philosopher. He is these things by seeking to help order the facts, their real relationships, the artistic strengths of others, their potentialities, and the human meaning of action. As a museum director, acting through these arts of knowing, you would be concerned with the museum as a meaningful institution of society, as an organization of necessarily interelated activities, with artistic and educational purposes to be carried out, by means that are inspirational, managerial, financial, physical, and otherwise, in a context that embraces the philosophic imprint of several thousand years of human experience and striving. I can give you a definition of leadership that is no less grand or demanding than this. I wish I could, but then, it would not be leadership, would it?

What do you think?

National College of Education, Evanston, Illinois Ron Warwick

An Explanation of the program in the Educational Leadership Department

---

Practitioners and professors of educational leadership training programs are concerned about the nature of the programs designed to prepare leaders for work in public school districts. With the many issues pressing each educational leader and the local community, it is not surprising that the public's rating of public schooling has dropped over the last decade.

Quality leadership and continuous leadership training are needed more than ever before to turn the tide of public opinion and regain the respect of past decades. In order to provide excellent educational leaders, creative training programs that answer today's needs and pressures must be introduced. It may be that those in the role of leadership must be influential in training new leadership. The role of leadership in the schools is requiring less time be spent in management and more skills in initiating new structures of interaction within the social system of the school. One who is in a leadership role initiates change in the goals, objectives, procedures, inputs, processes, and eventually the outputs of the system. The emphasis now is to deal with given and future situations rather than to maintain or administer existing structures.

The Educational Leadership Department's vision is to integrate goals of its faculty, professional organizations and the State of Illinois into a comprehensive training program. The program is to integrate theory, research and practice into every aspect of the course and clinical experiences.

EDUCATIONAL LEADERSHIP DEPARTMENT GOALS

The Educational Leadership Programs at National College are developed by the faculty of the Graduate School to meet the leadership needs of the public schools today and in the future. The goals of the Educational Leadership Program are:

to provide a graduate program of study that prepares students to demonstrate competencies needed in the area of leadership. Leadership is defined within the department as administrative, supervisory, or curricular roles of influence within the schools of our country.

to evaluate the needs of the administrators and supervisors in order to update requirements of the graduate program;

to blend theory and research with practice to result in a useful experience to enable students to implement skills learned in the graduate training program;

to continually design and develop administrative training programs for practicing school administrators.

PROFESSIONAL ASSOCIATION PRIORITIES

The American Association of School Administrators' Committee on Higher Education Relationships, its Committee for the Advancement of School Administration, and the University Council for Educational Administration and the University Council for Educational Administration Task Force Report on "Preparing Leaders to Anticipate and Manage the Future" generated six themes to be addressed for future school administrators. The six themes synthesized from the various committees of AASA and UCEA are as follows: changing demographics; unstable economic structure; new technologies; labor market opportunities; preserving cultural diversity and human rights; and changing family structures.

CHANGING DEMOGRAPHICS: We are experiencing in our society a major increase in the percentage of adults who do not have school age children or who are retired, a persistent overall decline in school enrollments in a great number of districts, and regional population shifts. These factors, together, contribute to the erosion of the traditional support base for public education.

Unstable Economic Structure: Our nation has recently seen a deterioration in its economy and in its position in the international market place. We have encountered intensified unemployment rates. This situation undermines tax revenues for all levels of government, and has had an impact on school finance.

Making Effective Use of the New Technologies: This challenge is heightened by the explosion of processes for electronic information gathering, storage, retrieval and transmission. These technologies have already replaced many forms of routine mental and physical tasks and manipulations.

Labor Market Opportunities: These opportunities are directly related to the new technologies, and many require sophisticated training as well as the ability to assimilate and manipulate complex information and material. The number of many low and semi-skilled jobs will continue to decline. However, those positions involving the handling of information will continue to increase.

Preserving Cultural Diversity and Human Rights: This challenge is increasingly complex because of the changing make-up of the population. Groups traditionally viewed as "minorities" may become a majority, placing an even greater obligation on the schools to respond to their unique social, economic and educational needs.

Changing Family Structures: These changes are reflected in the condition of both the nuclear and extended family, precipitated by high rates of residential mobility, divorce, and female employment; acceptance of alternative life styles; and a decline in teenage supervision and custodial care, all creating new roles for schools.

The implications of these six themes are extensive. They present special challenges for educational leaders who are to comprehend and manage them. Therefore, those responsible for administrator preparation programs are to take the initiative in preparing educational leaders to manage problems which are, for the most part, unprecedented in history. If school administrators are to lead successful schools in the future, the following goals, competencies and skills need to be included in their preparation program.

EDUCATIONAL LEADERSHIP OUTCOME GOALS

Successful administrator preparation programs are to prepare school leaders to understand the theoretical foundations and demonstrate the application of each of the following specific performance goals. School leaders need to:

establish and maintain a positive and open learning environment to bring about the motivation and social integration of students and staff;
build strong local, state, and national support for education;
develop and deliver an effective curriculum which expands the definitions of literacy, competency, and cultural integration to include advanced technologies, problem solving, critical thinking and communication skills, and cultural enrichment for all students;
develop and implement effective models/modes of instructional delivery that make the best use of time, staff, advanced technologies, community resources, and financial means to maximize student outcomes;
create programs of continuous improvement, including evaluation of both staff and program effectiveness as keys to student learning and development;
skillfully manage school system operations and facilities to enhance student learning;
conduct and make use of significant research as a basis for problem solving and program planning of all kinds.

All students completing preparation programs are to demonstrate competencies related to each of the seven goals. These competencies and their underlying skills and understandings include:

SCHOOL CLIMATE IMPROVEMENT PROGRAM: Designing, implementing, and evaluating a school climate improvement program which includes mutual efforts by staff and students to formulate and attain school goals. This competency includes:
human relations, organizational development, and leadership skills;
collaborative goal setting and action planning;
organizational and personal planning and time management;
participative management, variations in staffing;
climate assessment methods and skills;
improving the quality of relationships among staff and students to enhance learning;
multi-cultural and ethnic understanding;
group process, interpersonal communication, and motivation skills.

POLITICAL THEORY AND SKILLS: Understanding political theory and applying political skills in building local, state, and national support for education. This competency includes:
school/community public relations, coalition building, and related public service activities;
politics of school governance and operations;
lobbying, negotiating, collective bargaining, power, policy development, and policy maintenance skills to assure successful educational programs;
communicating and projecting an articulate position for education;
role and function of mass media in shaping and forming opinions;
conflict mediation and the skills to accept and cope with inherent controversies.

SYSTEMATIC SCHOOL CURRICULUM: Developing a systematic school curriculum that assures both extensive cultural enrichment activities and mastery of fundamental as well as progressively more complex skills required in advanced problem solving, creative and technological activities. This competency includes:
planning future methods to anticipate occupational trends and their educational implications;
taxonomies of instructional objectives and validation procedures for curricular units and sequences;
theories of cognitive development and the sequencing/structuring of curricula;
development and application of valid and reliable performance indicators for instructional outcomes;
use of computers and other technologies as instructional aids;
development and use of available cultural resources.

INSTRUCTIONAL MANAGEMENT SYSTEM: Planning and implementing an instructional management system which includes learning objectives, curriculum design, and instructional strategies and techniques that encourage high levels of achievement. This competency includes:
curriculum design and instructional delivery strategies;
instructional and motivational psychology;
alternative methods of monitoring and evaluating student achievement;
management of change to enhance the mastery of educational goals;
applications of computer management to the instructional program;
use of instructional time and resources;
cost-effectiveness and program budgeting.

STAFF DEVELOPMENT AND EVALUATION SYSTEMS: Designing staff development and evaluation systems to enhance effectiveness of educational personnel. This competency includes:

- system and staff needs assessment to identify areas for concentrated staff development and resource allocation for new personnel;
- use of system and staff evaluation data in personnel policy and decision-making;
- appraisal of the effectiveness of staff development programming as it affects professional performance;
- using clinical supervision as a staff improvement and evaluation strategy;
- assessment of individual and institutional sources of stress and development of methods for reducing that stress.

ALLOCATING RESOURCES: Allocating human, material, and financial resources to efficiently, and in an accountable manner, assure successful student learning. This competency includes:

- facilities planning, maintenance, and operation;
- financial planning and cash flow management;
- personnel administration;
- pupil personnel services and categorical programs;
- legal concepts, regulations, and codes for school operation;
- analytical techniques of management.

USING RESEARCH: Conducting research and using research findings in decision making to improve long range planning, school operations, and student learning. This competency includes:

- research designs and methods including gathering, analyzing and interpreting data;
- descriptive and inferential statistics;
- evaluation and planning models and methods;
- selection, administration, and interpretation of evaluation instruments.

REPORTS

CONTENTS

Page

A Review of Three Annual Conferences on Leadership Education 1

A Survey Report on Leadership Education in Institutions of Higher Education 3

Computer-Mediated Conference for Leadership Educators 13

A Review of Three Annual Conferences on Leadership Education at the Center for Creative Leadership

Since 1983, numerous faculty and administrators interested in the study and development of leadership in higher education have met each year at the Center for Creative Leadership (CCL) in Greensboro, North Carolina. The fourth conference is scheduled July 13-16, 1986.

Due to increasing interest in the area of leadership education in institutions of higher learning and a felt need for more communication among those involved in education, CCL hosted an initial exploratory meeting of some 20 leadership educators in 1983. The overwhelmingly favorable response to this initial meeting resulted in two subsequent annual meetings and, further, has led to CCL's addition of the Leadership Education Conference (LEC) as a regular annual program hosted by CCL.

It was clear at the outset and throughout the annual meetings, that the types of institutions represented varied greatly, and the disciplinary backgrounds of the participants and the positions they held within their academic institutions differed enormously. Interest in leadership education was the most common concern. As their reasons for attending the conference they stated their needs to: exchange information; confirm their beliefs; increase the numbers of their colleagues committed to leadership studies by getting to know more of them; enhance the quality of their courses and programs; gather successful new methods for teaching; and examine the philosophical, historical, social, ethical, and psychological bases for pursuing this complex and important subject.

As conferences succeeded each other, emphasis shifted from "Is it possible to teach leadership?" to "How should leadership be taught?" At the beginning, concern was expressed about whether even using the word "leadership" in a course description might be detrimental to enrollment. More recently, "leadership" has become the title of choice for programs and courses being planned at schools anxious to assure the success of curricular objectives.

In the annual meetings, participants were asked to review the courses and programs they were planning or teaching. Some presented; others questioned or criticized. Far-ranging discussions ensued concerning teaching techniques, the uses of literary and audio-visual aids, the value of mentoring and internships, the ways in which curricular and extra-curricular programs could be intermingled, the contributions of various disciplines to the field, and the interdisciplinary nature of studies in leadership and development of leaders.

Visitors of established reputations were brought to the conferences, and in their presentations sought to exemplify their place and raison d'etre in the classroom; simulations were conducted in which the conferees took part to demonstrate for each other the ways in which simulations could be used as valuable learning devices. There was talk about the pleasure and pain of leadership, the complexity of defining and presenting effectively the concept of leadership, the difficulty of selecting appropriate materials for teaching or learning about leadership and the hardship of selecting those who appeared to have the potential for developing into leaders.

Where there was scientific study pertaining to the topic, it was introduced into the discussion. Several disciplines were represented. "Theory" and "practice" were words often expressed; the terms "clear thinking," "judging wisely," and "communication skills" were repeated frequently. Book lists and other references were exchanged. Curricular materials were copied and distributed. Participants were urged to meet in small groups to talk about the details of their interest and ideas.

It was agreed that each conference would have far-reaching effects. Those attending would return to their separate institutions with heightened interest in sharpening the focus on leadership. All participants acknowledged that it was highly improbable that the perfect program or perfect syllabus would be devised.

But the circulation of materials and the communication of ideas was essential. They agreed that studying leadership and trying to develop leaders are demanding and challenging tasks. Even the definition poses problems. And the participants left each conference feeling a need for further help and support.

Many have exchanged information between conferences. A number have asked CCL to collect and organize materials for the fourth conference. Some have suggested the development of a computer network. There is general agreement that much remains to be done and that collaborative efforts among all those interested must continue and expand.

LEADERSHIP EDUCATION
IN INSTITUTIONS OF HIGHER EDUCATION: AN ASSESSMENT

Robert A. Gregory
United States Air Force Academy
and
Center for Creative Leadership

There seems to be a growing recognition, or at least a more vocalized concern, that institutions of higher education in the United States are not fulfilling their potential in the development of leadership skills and abilities among their constituents. It was with this background of concern that the Center for Creative Leadership (CCL) convened a conference of educators and administrators who were known to be involved in the area of leadership in the summer of 1983.

Coming out of that conference was an awareness that far more institutions had leadership courses or programs than had been previously realized. It was clear that numerous disciplines and student affairs approaches were involved in attempting to educate youth for leadership and that there was no common ground upon which representatives from diverse disciplines could conveniently meet. CCL responded to the demand by agreeing to host similar, and somewhat larger, conferences annually.

These CCL conferences were intended for those faculty members and administrators directly involved in teaching courses in leadership and for those who are committed to initiating leadership courses in the "near future." Their primary goal was to make successful leadership programs known and available to any university or college professor who was interested and to give them the opportunity to consult with others similarly involved. The great demand to attend the conferences bore out the need for greater effort to find out just where the "state-of-the-art" was in the area of leadership education. With the assistance of a small grant from the Air Force Office of Scientific Research and a one-year sabbatical from the faculty of the Air Force Academy, CCL invited the author to undertake a research project to assess the efforts which were going on in institutions of higher education in the leadership arena.

The purpose of the research project was, therefore, to inventory and assess in some rudimentary manner the leadership programs (to include courses) in institutions of higher education that are aimed at leadership education.

APPROACH

The study was initiated by a letter to the 3004 presidents or chancellors of all degree granting institutions of higher education in the United States. The letter requested names and addresses of anyone in their institution responsible for any leadership education activity--anyone from whom we could gather more detailed information. A second, more detailed, survey was then mailed to those 1331 individuals identified by the presidents or chancellors as being involved in some leadership education activity at their institution.

The follow-up survey was designed to gather information on: type of program (e.g., academic course, student affairs program, special offering, professional program, etc.), types of students taking program, nature of content of program, teaching/instructional method(s) used in program, evaluation method(s) used (if any), primary discipline emphasized and goals of program. The survey was designed for a multiple-choice type of response, but numerous opportunities were given for the respondents to write-in comments. Additionally, individuals were encouraged to submit materials (syllabi, bibliographies, film lists, etc.) used in their program for possible inclusion in a resource book being developed by CCL for the use of people who were either planning a program or who were already involved in teaching one.

RESULTS

Returns were received as follows:

Questionnaires mailed	3004
Returned undelivered	4
Answering letters received	1172
Response rate	39%
No program	511
Some program	661
Number of names supplied for survey program	1225
Number letters sent to program directors	1331
Complete responses	469
Response rate	35%

Types of Programs

The types of programs or courses being reported and their frequency were as follows:

Single academic course with some material on leadership	53
Single academic course dedicated to leadership	92
Academic major or area of concentration	40
Program of study dedicated to leadership	30
Student affairs program	128
Portion of professional program	50
Collateral program (independent of academic programs--not student affairs)	13
Continuing education program	31
Special offering	22
Other	10
Total	469

Another item asked whether the course or program was awarded academic credit; 64.2% of the programs did get academic credit while 30.3% did not. The remainder (5.5%) were reported as getting partial credit; it is assumed that those programs had some credit portions but most were not for academic credit.

Fewer than half (47.0%) of the courses were mandatory for some group of students. Most frequent among those that were mandatory were "Students in a particular major" (50.9% of the "mandatory") followed by "All students" (16.8%). "Other" groups of students were required to take courses 13.6% of the time, and "Student leaders" were reported among the mandatory courses some 10% of the time.

Of those students taking elective or voluntary courses, 26.0% were "A random assortment of all students." "Student leaders" made up 23.0%, while "Students in a particular major" made up 20.0%. The "Other" category was selected by 29.3% of the respondents.

To attempt to identify the extent to which programs and courses were theoretical (learning "about" leadership) as opposed to practical or application (learning "to do" leadership) the question was asked: ". . . visualize a 'theory' to 'application' spectrum. Where does your program/course fall?" The responses and percentages* were:

Totally theoretical; no application	<1.0	Mostly application; some theory	31.6
Mostly theoretical; some application	12.4	Totally application	<1.0
About half and half	52.5	Cannot answer	2.6

*Here and on the following tables where the total is different from 100%, the deviation is due to rounding, non-response or multiple responses.

Also asked was the extent to which the course or program emphasized cognitive, attitudinal or behavioral change. The responses (in percentages) were as follows:

	Cognitive	Attitude	Behavior
Almost total	4.9	1.5	2.6
A great deal	37.1	43.9	43.3
A moderate amount	43.5	41.4	41.4
A small amount	11.3	11.3	9.4
Not at all	1.3	<1.0	2.3

When asked to assess the extent to which their course is interdisciplinary, the responses were as follows:

Very much	24.5	Somewhat	11.3
Significantly	32.6	Very little	9.0
A moderate amount	18.3	Cannot answer	2.6

With regard to "which discipline, if any, is primary" the respondents indicated the following:

Psychology	14.3	Communications	13.9
Sociology	2.6	Not applicable or no answer	43.9
History	0.9	Other	20.7
Political Science	3.8		

When asked to indicate what method of instruction predominates in their course or program, almost half (46.3%) indicated multiple methods were used. "Seminars" predominated for 18.6% of the respondents while 10.4% marked "other." "Simulations" were indicated by 7.0%, followed closely by "Lecture" (6.4%). Very small numbers indicated that their primary mode of instruction was "Guest speakers," "Case studies," "Team teaching," "Rotating instructions," "Field exercises" or "Mentorships."

In the area of evaluation, we find almost one-third (31.6%) indicating that they "Always" give end of course objective knowledge or skill tests. A few more (32.6%) indicate that they "Never" give end of course examinations or skills tests while 14.3% indicate they "Frequently" give such evaluations, and 11.3% "Occasionally" do (4.7% marked "Fairly often").

End of course critiques (attitudinal) were used quite often:

Always	53.9	Occasionally	12.6
Frequently	16.2	Never	5.8
Fairly often	6.2		

Follow-up measures of success (objective) at certain points beyond the course were also indicated by many to be used:

Always	11.7	Occasionally	31.3
Frequently	10.2	Never/No answer	33.1
Fairly often	13.6		

In some cases followers are asked to evaluate the effectiveness of the leaders who are participants in a leadership education course or program. They were "Always" used by 12.6% and "Frequently" or "Fairly often" by another 13.0%. "Occasionally" was indicated by 21.5%, while 39.9% "Never" use them (13.0% did not answer).

Of those indicating that their course was taught in a normal classroom setting (83.3%), 27.6% indicated that the group size was greater than 25 students; 45.6% of that group indicated that the group was between 16 and 25; and 26.4% indicated that they had between 6 and 15 students. Only two respondents indicated that they had five or fewer in their group.

In requesting information on the types of institutions responding the following was indicated:

University	39.9	Technical school	1.7
Four year college	33.9	Professional school	4.7
Junior college	13.2	Other	6.6

The sizes of the institutions varied greatly. Almost 40% indicated that they had 5000 or more students enrolled in "all degree granting programs." Those with 1000 - 2999 were the second largest group with 28.1%, followed by "Fewer than 1000" (18.3%) and 3000 - 4999 with 13.2%.

Of those students enrolled in leadership programs being reported on, the majority of the programs were predominantly populated by undergraduates:

100% - 58.4 90% or more - 11.1 Less than 90% - 8.1

Interestingly enough, almost 20% (18.8) were exclusively graduate students.

DISCUSSION

The magnitude of involvement of higher education institutions in leadership education is both broad and of a varied nature. While there were no preconceived notions as to how many programs or courses existed, the very heavy response was somewhat surprising. Due to the nature of the survey methodology we can be certain that the 469 is an underestimate of the number of programs. Some brief discussion of the diversity within the programs is contained on the following pages.

SINGLE COURSE WITH MATERIALS ON LEADERSHIP

Some 11% of the responses came from individuals who were responsible for academic courses "with some material on leadership." Academic credit was given for 92% of those. About three out of every five of these courses are mandatory for some group of students, and that is generally students in a particular major. These courses are found most frequently in psychology (32%), but some 23% indicated that their course was truly interdisciplinary.

Of those marking "Other" as the major discipline, the most frequent response was "Management" (or "Business") or "Organizational behavior." A high percentage of these courses were deemed to be theoretical: 26% "Mostly theoretical," and only 17% deemed "Mostly application." Over 80% of the respondents indicated that they emphasized cognitive learning either "A great deal" or a "Moderate amount," though about two of every five indicated that behavioral change and/or attitudinal change was emphasized "A great deal." Slightly more than half (55%) of the respondents indicated the use of multiple methods of instruction with the most frequent single category being seminars (17%) followed by lecture (9%).

Approximately 80% of the professors used final exams either "Always" (60%) or "Frequently" (19%). Almost 60% utilized critiques. Group size was most frequently greater than 25 (45%) or 16 to 25 students (40%). Universities "housed" most of the programs (57%), and the predominant populations were undergraduates.

The most common format seems to be either a course with a chapter or unit explicitly on leadership or a course that has some leadership focus or material woven into it. The interdisciplinary nature of the courses is notable. The courses are quite frequently in the business or management area, but the liberal arts are well represented. The most common area represented in graduate courses is management followed by graduate courses in educational administration.

SINGLE ACADEMIC COURSE DEDICATED TO LEADERSHIP

Almost 20% of the responses came from individuals reporting on academic courses dedicated to leadership. Most of these courses award academic credit (97%); most are not mandatory for any group of students (fewer than 30% are), and those that are required are primarily for students in a particular major. The most frequent category of students taking an elective leadership course was "A random assortment of all students" (36% of those electing to take a course) followed by "Students in a particular major" (28%). None of the courses were indicated to be "Totally theoretical," and were slightly skewed in the direction of "Application." Attitudinal and behavioral change are emphasized somewhat more strongly and cognitive learning slightly less. Dedicated courses are reported to be more interdisciplinary than are courses with some material on leadership (38 versus 23%). Psychology continues to be the primary discipline chosen (22%) followed by political science (7%). "Other" tended to be in business or management with a few in education and/or administration. Seminars were the most frequently reported single method of instruction (29%) followed by simulations (9%).

End of course tests were also less commonly used with dedicated courses than with the courses with some material on leadership. Critiques were used by 74% of the respondents ("Always" or "Frequently"). Smaller classes were more common in the dedicated courses: 36% had 15 or fewer students, while only 16% had more than 25 in a class. Universities and four-year colleges constituted some 83% of the institutions reporting dedicated courses.

Similarity exists between the dedicated courses and the courses with some material on leadership. The dedicated courses seem to be somewhat more application oriented. Cognitive learning was less emphasized while behavioral and attitudinal were emphasized more strongly. End of course tests were less important in the dedicated courses, and the classes tended to be smaller.

STUDENT AFFAIRS PROGRAMS

The most frequent responses (27%) were from "student affairs" programs. Twenty-six percent of these programs indicated that they received academic credit while five more percent indicated that partial credit was given for their program. About 40% indicated that their program was mandatory for at least some group of students; student leaders and dorm advisors made up the majority of these mandatory groups. Elective or voluntary programs were most populated by student leaders (54% of those designating "elective").

The student affairs programs fell much closer to the application end of the spectrum than to the theoretical end. While about half were described as being "About half theory and half application" (48%), 48% were described as "Mostly application." Cognitive learning was emphasized either "A great deal" or "A moderate amount" by 72% of the respondents; the comparable figure for both attitudinal change and behavioral change was 88%. Some 52% reported either that their program was "truly interdisciplinary" (or did not answer); 23% reported that communications was the primary discipline emphasized in their program; next in priority was psychology (8%), then sociology (5%).

A large percentage of the student affairs programs used multiple teaching methods (43%). Seminars were the second most frequent (13%) followed by simulations (12%) Mentorships and internships were used by a significant number. "Team teaching" seemed to be marked much more frequently than in other types of programs, and the number of methods used in student affairs programs generally seemed to be higher. Few student affairs programs used end of course tests (59% marked "Never"), but critiques were used either "Always" or "Frequently" by 70% of the respondents. Some follow-up of success beyond the program was reported to be used at least occasionally by almost 75% of the student affairs respondents. Evaluation of the programs by having followers evaluate leaders also seemed to be used more often by the student affairs programs (about 50%). About 35% reported that their program was not held in a normal classroom setting.

The student affairs programs were less common than academic courses in the universities but more common in the four-year colleges. Practically all the students involved in student affairs programs were undergraduates.

The major theme running through the student affairs programs seemed to be one of a more or less on-going program, conducted as, perhaps, one session per week (often held in the evening). Students involved were a fairly select group (the criteria varied) that either were already in leadership positions or were aspirants to such. Some programs were conducted over the students' four-year college "career." Others were of a few weeks duration. Such programs often had a series of diverse speakers and possibly community leaders' involvement. Frequently seen was a series of sessions for new, entering students; these programs were more than an orientation and focused on "how to get along and succeed in college" with some topics relevant to leadership. While some programs were quite specific training programs, others seemed to have as their goal the awakening of the possibility of leadership in students.

OTHER PROGRAMS

PORTION OF PROFESSIONAL PROGRAM. Almost 11% (n=50) of the programs were categorized as portions of professional programs. Only two of these indicated that they did not receive academic credit. The course was mandatory for 86% of the respondents, and most were about the center of the "application"--"theoretical" spectrum. These courses stressed cognitive objectives 90% of the time ("Almost totally," "A great deal" or "A moderate amount"), attitudinal change 90% of the time and behavioral change 82% of the time. While 38% indicated that they were "Truly interdisciplinary," 48% marked a discipline "Other" than those included in the list. Multiple teaching methods were used by 42% of the time followed by "Seminars" (16%) and then "Lectures" or "Other" methods (14% in each). About 18% "never" gave end of course tests while 60% either "Frequently" or "Always" gave them. Almost 90% did course critiques at least occasionally, and 26% indicated some type of follow-up measure of success beyond the course was used either "Always" or "Frequently." The courses tended to be held in normal classroom settings with 22% in classes of greater than 25, and 36% in each of the other major categories ("16 to 25" and "6 to 15").

The courses dedicated to professional programs were found in four-year colleges (22%), universities (40%) or professional schools (26%) most of the time. About 50% of the programs had mostly undergraduates while 40% had no undergraduates. The professional programs tended to have a slightly higher number of part-time students enrolled than did other programs. Three types of programs tended to stand out when examining the inputs of this category: nursing, theology and education.

ACADEMIC MAJOR OR AREA OF CONCENTRATION. Forty (8.5%) of the inputs were categorized as representing academic majors or areas of concentration dedicated to leadership. The disciplines represented included "Psychology" (12.5%), "Communications" (10%) and "Other" (35%); 35% indicated that their program was either "Truly interdisciplinary" or did not respond to the item. Practically all these programs received academic credit, and two-thirds of them were for students in a particular major and were mandatory. The programs tended to lean toward the application end of the spectrum with 68% saying about "Half theory and half application" while 10% indicated that the program was "Mostly application." Cognitive learning was emphasized somewhat strongly with 90% indicating "A moderate amount" or greater. Multiple-teaching methods were used in two-thirds of the programs followed by seminars (12.5%). About 90% indicated that they used an end of course or program test while practically all used a critique of the program. Eighty percent indicated at least some type of follow-up measure of success beyond the program, and over half indicated some use of follower evaluations. Most of these programs were conducted in normal classrooms settings with 50% having class sizes between 16 and 25 students. The programs were found primarily in universities (55%) followed in frequency by four-year colleges (20%). Forty percent of these programs were exclusively for undergraduate students, but an additional 40% were made up of only graduate students; the others tended to have some mix of students.

The graduate programs in this category were most generally in the area of "educational leadership." Two or three of the graduate programs were either MBA programs or master's programs in human resources management. A few programs were found in community colleges and focused either on community leadership or agricultural leadership. One "standard undergraduate liberal arts" program was cited as falling into this area. One area which the respondents categorized in this area was the area of recreation management--generally found under the physical education department.

CONTINUING EDUCATION COURSES OR PROGRAMS. There were 31 responses (6.6%) from individuals who classified their programs as "continuing education." Only 26% of those courses received either credit (10%) or partial credit (16%). These programs were voluntary and were primarily taken by a "Random" (16%) group of students or "Other" (71%) students. The course content tended to be toward the application end of the spectrum; 48% indicated "Mostly application" and 39% indicated "About half theory and half application." The courses also had a fairly strong focus on behavioral change. About one-third of the courses had an emphasis on communication, and one-fourth were described as interdisciplinary. One-third of the courses indicated the use of multiple methods of instruction, but almost 40% relied on seminars as the major instructional technique. Few used end of course tests, but most used critiques. Over half were taught in normal classes of 16 to 25 students, and over half were either in universities (29%) or four-year colleges (26%); junior colleges accounted for some 20% of these programs. Two-thirds of the programs were exclusively for graduate students, and less than 10% were for undergraduates exclusively.

A PROGRAM OF STUDY DEDICATED TO LEADERSHIP. This category was designated by those who might be responding for a liberal arts undergraduate curriculum with leadership as an important component or a graduate program which has some aspect of leadership as an important desired outcome. Thirty individual programs were included in this category (6.4% of the total sample). All but two of these programs received academic credit; and of those that were mandatory--approximately two thirds--about half were required of students in a particular major, and the other half were required of all students. About two of every five programs were considered to be about "Half theory and half application" while 20 were "Mostly theoretical" and 33% were "Mostly application." More than three-fourths stressed cognitive knowledge "A great deal" or "Almost totally"; the comparable figures for emphasis on attitudinal change and behavioral change were 60% to 53%, respectively. Over 40% indicated that their program was interdisciplinary (or did not choose a discipline) while 10% chose psychology and one-third chose "other." Multiple methods of instruction were chosen over two-thirds of the time; about two-thirds also indicated that they used some form of end of course test either "Frequently" or "Always." Critiques were used over 80% of the time. The normal classroom format with 25 or more students was used 20% of the time; 33% had classes of between 16 and 25; and 37% had classes of 15 or less. Fifty percent of the programs were found in four-year colleges while an additional 33% were found in universities. Smaller schools, under 3000, housed almost two-thirds of these programs, and about two-thirds of the students in the programs were undergraduates. However, over 25% of the programs were solely attended by graduate students.

SPECIAL OFFERINGS. A few (22) programs were categorized as "Special offerings"; these were generally programs that were offered one time and probably were not planned to be long-term endeavors nor for repetitive audiences. Thirteen of them gave no academic credit, and most were voluntary. Application was stressed more than theory, and cognitive learning was stressed less than attitudinal or behavioral change. Six were considered totally interdisciplinary while four stressed psychology as the primary discipline; six also chose "Other." Seminars, rotating instructors and multiple methods were the most popular teaching methods employed, and fewer than half used end of course examinations. Most, however, used critiques. Traditional classroom instruction was generally used in these programs and the group sizes were usually 16 to 25 (50% of the time) or more than 25 (27% of the time). One-third of these programs were at junior colleges, but most were at four-year colleges (50%) or universities (14%). Over 60% were at schools with fewer than 3000 students and the participants were twice as likely to be undergraduates as graduate students.

COLLATERAL PROGRAMS. A few (13) of the respondents indicated that their programs were collateral programs; these were defined as "independent of academic programs but not a student affairs-type program." Seven of these received no academic credit, and most of them fell toward the application end of the spectrum; concomitantly, they tended to be more committed to attitudinal and behavioral change than to cognitive learning. Six were considered interdisciplinary and five had disciplines "Other" than those listed as foundations. Most of these programs did not use end of course tests, but critiques were generally used. Ten of the programs were found in either universities or four-year colleges and were for undergraduates.

CONCLUSIONS

There is a great deal of activity going on in the area of leadership education in institutions of higher education. The disciplines involved in this activity are very diverse; there are many interdisciplinary courses and programs; many offer credit, while some are non-credit. The level of involvement varies tremendously; in some institutions the leadership education is simply a section of an academic course dedicated to leadership. In others, it may be an academic major or an area of concentration in an undergraduate liberal arts curriculum or a graduate program; in a few one sees extensive co-curricular programs emphasizing leadership in which academic courses and co-curricular activities are highly coordinated and complementary to one another. Numerous comprehensive student life programs exist that convincingly appear to attack broadly the void in leadership development that has been widely proclaimed. Many of the courses and programs have been in existence for several years but there is evidence that a large number are new to the scene.

A fairly significant number of the programs involve community leaders, and many have mentorship programs that involve distinguished civic and business leaders and that are quite formalized. Additionally, a number of professional programs, both graduate and undergraduate, have some strong leadership component. Few programs have long-term evaluation plans to assess the impact of the program, though there are some.

The diversity of approaches and disciplines is important to the further development of the field. There are many approaches and disciplines that are legitimately involved in leadership education. It is both appropriate and encouraging for this variety of directions and disciplines to be involved. Until there is more experimentation and, more importantly, evaluation of the effectiveness of various approaches, a multitude--so long as it does not become a fad--of approaches is to be encouraged.

Note: For a more detailed version of this paper with a more extensive development of the subject, contact the Center For Creative Leadership, P. O. Box P-1, Greensboro, NC 27402.

COMPUTER-MEDIATED CONFERENCE FOR LEADERSHIP EDUCATORS

At the 1985 and 1986 Leadership Education Conferences participants were introduced to **CCLC:LEC**, a computer conference set up especially for LEC participants. CCLC:LEC was set up using the **Confer** II computer conferencing system--a sophisticated program at Wayne State University accessible from anywhere in the United States and many foreign countries. Those who signed up got some trial hands-on time to participate in this electronic version of a conference for leadership educators. Using portable computer terminals, they read and sent messages, posted ideas and questions for others on the net to respond to, and offered suggestions.

Computer-mediated conferencing like CCLC:LEC is an interesting marriage of technology with human needs. It is not a substitute for face-to-face meetings, but rather offers a mode of getting together that has some benefits of its own. (A brief description of computer conferencing and Confer II begins on the following page)

Normally, participants in a computerized conference are geographically separated. They typically have as much time as they need to get acquainted with the technology, and they participate in their conference over an extended period, signing on once or twice a week at any convenient time, reviewing conference activity since they last signed on, and contributing ideas and questions when they want. For CCLC:LEC, a trial conference, participants had only scattered scraps of free time, and precious little chance to learn how to use the system. Even so, several participants seemed interested in setting up an ongoing electronic conference for those interested in leadership education--seeing it as a forum to share ideas, information and questions **throughout the year** by using their personal computer or terminal back home.

Thus the interest generated by this trial run of computer conferencing has led us to consider beginning an ongoing electronic conference for leadership educators, accessible by anyone with a terminal, or personal computer with modem. To be effective and dynamic, it requires a "critical mass" of active participants--twenty to thirty people who sign on once a week or more with something to contribute.

If you think you might be interested in joining a year-round computer conference for leadership educators, please complete the brief questionnaire at the end of this section and return it to us. If there are enough people interested--enough to give the conference its critical mass--we will get it moving and send you the information you need to join.

Confer II® is a registered trademark of
Advertel Communication Systems, Incorporated

Confer II

A Unique System For Group Communication

What is *Confer*?

Confer II is a new communications tool that provides a highly effective medium for people to exchange ideas, resolve problems and discuss plans with others in a group or social network.

Confer users connect their computer terminals by telephone with a central computer to exchange messages or participate in public discussions. However ***Confer*** is far more than a simple system for electronically sending and receiving documents or data. Rather it makes possible an entirely new form of communication — relaxed group discussions unrestricted by time or place considerations, and automatically organized to give all participants the maximum opportunity both to collect their thoughts or information and to say all they want as effectively as possible.

Confer is an ideal answer to the problems of conflicting personal schedules, the high cost of travel, and the feeling of being "left out" many people experience in traditional group settings.

The Benefits of Using *Confer*

Confer users accomplish much of what others presently do through other media. They use it to consult, listen, coordinate, learn, nurture, clarify, announce, share, and explore. In addition, they experience several important benefits.

- Freedom to use where and when they please.

  Many groups find it difficult to arrange meetings with all of their members at the same time or in the same place Individuals can be very busy, have conflicting schedules, or be spread out over such distances that travel is expensive and time-consuming. With ***Confer*** group members can keep in constant touch with each other wherever they are and whenever they please. Furthermore, they won't be left out because they were busy doing something else at a particular moment.

- Many topics can be discussed simultaneously

  Confer makes it possible to have many different topics under discussion simultaneously, with one group, or several, while maintaining clarity and cohesiveness. Anyone can easily be part of several groups and involved in ongoing communications with a large number of people.

- A written record is produced

  Confer makes it easy for people to choose their own styles and levels of involvement in any given discussion. Individuals are free to use it in the ways that are most comfortable to them. They do not have to read every contribution by every participant. They can enter material at their own convenience. They do not need to wait to "get the floor." They can view or review material when they like. And, when all is said and done, there is a well-organized written record of the activity.

- Concise, thoughtful discussions take place

  It is generally true that written communication tends to be far less wordy than spoken communication. Therefore, ***Confer*** discussions are usually more concise and more thoughtful than many face-to-face exchanges. In ***Confer,*** everyone can easily take the time they need to reflect, or compose their words, before speaking. Unlike the telephone, which often interrupts at an inappropriate time, ***Confer*** waits until an individual is ready to use it.

- Friendly atmosphere.

  Confer can be very friendly and non-threatening. Most people have experienced at least one or two moments of stress when faced with speaking in front of a group, regardless of how well the group members know each other. ***Confer*** allows people to develop an informal atmosphere of trust and co-operation where no one needs to be afraid to speak up.

Confer Provides Many Choices

The ***Confer II*** system offered by Advertel Communication Systems is a multi-purpose communications medium. Developed by Dr. Robert Parnes at The University of Michigan, it is an extremely flexible system which provides a variety of communications possibilities.

CONFERENCES are groups of people having something in common to discuss. These groups can be large or small, with very restricted, or very open membership. Every group sets its own goals, defines its own guidelines and decides its own criteria for participation in its conference. Within each conference, however, the communication options supplied by ***Confer*** remain the same.

ITEMS are variable size documents composed by any group member and which are immediately available to every other member. Items become a permanent part of the conference and can be viewed by any participant at any time.

RESPONSES are the recorded reactions of participants to items they, or other participants, have entered into the conference. Each participant is allowed virtually unlimited time and space to respond to both the item itself and to other participants' responses, as the discussion evolves. Participants can change, set aside, or even destroy any of their own items or responses at any time. Through the item/response facility ***Confer*** makes it easy for individuals to present their ideas to the group, and to allow all conference members to give and view feedback on those ideas.

MESSAGES are ***Confer's*** versatile "electronic mail" facility. Through messages any participant can communicate in complete privacy with any other participant or participants in the conference. Messages may be composed at any time and transmitted instantaneously by name to designated recipients, to be read, and replied to, at the recipients' convenience. Messages can be saved, archived, forwarded, replied to, and/or confirmed, as desired.

NOTES are reminders each participant can post for personal convenience. Notes are displayed only to the participant who entered them. Each note is designated to appear at any time from the present to some future date. Notes will appear automatically when the participant enters the conference on, or after, the designated date.

BULLETINS work much like notes except they are public. Bulletins may be posted for the entire group by any individual participant. Normally participants only see any given bulletin once.

Confer makes it easy to find and retrieve items on a particular topic, and to search items, responses, and messages for a particular word or phrase.

A Typical *Confer* Session

To use ***Confer*** you must have access to a computer terminal or a personal computer with communication capabilities, a modem, and a phone. In most areas there is a local phone number that will connect you with one of the public data networks. Through these networks you will be able to communicate with the large computer that ***Confer*** is available on. After you have gained access to the computer, you will simply identify yourself using an account number and secret password.

Upon entering a ***Confer*** conference you will first see any current notes you left yourself and all new public bulletins. ***Confer*** will then tell you of any new items you hadn't seen, new responses to items you had already seen, and any new messages. At this point you can handle your messages, new or old. You can look at new responses to old items and to new items, possibly adding new or additional responses of your own. Whenever you want you can enter items, transmit messages, write notes to yourself, or do a number of other useful things.

When you are done, usually in about 10 to 15 minutes, you will hang up the phone. In a day or two you will access ***Confer*** again and repeat the process. This will continue for as long as you and your group need to talk with each other.

Confer is Easy to Learn and Use

Although there is a wide variety of things you can do the essential work of ***Confer*** can be carried on with only six commands: ENTER, ITEMS, RESPONSES, TRANSMIT, MESSAGES, and HELP.

Confer depends on a computer to provide an extremely sophisticated communications system, yet ***Confer*** is very simple to learn and requires no prior computer experience to use. ***Confer*** takes care of dealing with the computer, so that people can use ***Confer*** to talk with other people. The commands you have to learn are simple, English words.

There is little to remember because **Confer** prompts you for every command. And when you need to know more merely type a question mark: **Confer** will immediately give you additional information.

With just a few minutes of training you can begin to use the system effectively. In half a day you can be proficient. And when you become an extremely sophisticated user **Confer** will still have more to give. The **Confer** environment can be very simple and yet so rich it allows you continually to grow as a user. Behind this sophisticated simplicity is an elaborate computer program — more than seven years in development and use — supported by one of the world's best time-sharing operating systems.

Some people hesitate to use computers because they are afraid of making a serious mistake that will cost them time, money or embarrassment. This is not a problem with **Confer**. It has been programmed in such a way that it's easy to remember how to get it to do something, and virtually impossible to get it to do anything wrong. With the built-in HELP facility, the prompting, and the available tutorial environment, everyone can find the right combination to succeed without looking foolish or wasting a lot of time and money.

What's Needed to Use *Confer*?

You'll need only three things to use **Confer**.

1) Most important, you'll need a group of people with something to communicate about. Generally speaking, **Confer** is most appropriate for small or mid-sized groups. Groups of up to two hundred members, or as few as two, use **Confer** most successfully. However, conferences of several hundred have also been effective.
2) Each individual must be able to use one of the many widely available computer terminals (or personal computers with communications capabilities), connected to a telephone modem. For those who do not presently own such equipment, it can usually be bought or rented reasonably.
3) Each individual in the group must have an account number to access the computer.

You don't need your own computing system, networking hardware, or computer expertise. Advertel takes care of all that for you.

Confer is Economical to Use

Confer users pay only for the actual computer time they use. The total cost for **Confer**, including computer time and network charges, is approximately 30 cents per minute or an average of less than five dollars a day for a very heavy user. Discounts are available to non-profit organizations.

There are no expensive initiation fees and no minimum charges. You control how much you use **Confer**. Your account will be billed for just the amount you actually use.

To give you an idea of how economical **Confer** is, consider the following:

- The few minutes of time you use to compose one **Confer** "memo" or "telephone call" equivalent is all it costs to reach everyone else in the conference.
- An hour of **Confer** time will provide a week or more of daily contact with others, and costs less than what it would to reimburse someone for driving 50 miles to attend a meeting.
- A year of **Confer** time is about the same as the cost of attendance at one face-to-face conference requiring air travel. In a year of using **Confer** you will have daily contact with all of the other conference participants and you will accomplish the equivalent of innumerable meetings, small group discussions, and much, much more.

High Degree of Security and Privacy

Only holders of authorized account numbers, with their accompanying secret passwords, can use **Confer**. Individual conferences are restricted to holders of particular account numbers; therefore only a specific set of people can participate in any given conference. Items, responses and bulletins are available to every conference participant, but no one, including the other participants, can get access to any other individual's messages or notes. When even tighter security is wanted **Confer** provides a data encryption facility for items, responses and messages.

Confer is Accessible From Almost Everywhere

People in most major cities of the United States, as well as 32 other countries world wide, can get access to *Confer* inexpensively through the public data communications networks. Getting access usually means placing no more than a local phone call; the network does the rest.

Variety of Applications

Many of the applications of computer conferencing are still to be devised by imaginative people seeing creative possibilities in this new medium. However, ***Confer*** has already been used in a wide variety of ways by governmental agencies, businesses, educators, and professional organizations. Any time you're involved with a group of people who need to stay in touch for some extended period, consider ***Confer***.

For Further Information

If you would like further information about *Confer*, or you would like to arrange for a demonstration, please contact:

Advertel Communication Systems, Inc.
2067 Ascot
Ann Arbor, Michigan 48103
(313) 665-2612

© 1982 *by Advertel Communication Systems, Inc.*

COMPUTER CONFERENCE INTEREST QUESTIONNAIRE

Name____________________________________

Institution____

Address____

____

City_____________________ State_______________ Zip_______

Phone ___________________________ Date ________________

Do you have, or have access to, a terminal? __Yes __No

Do you have, or have access to, a micro with a modem? __Yes __No

Do you use the micro or terminal on a regular basis? __Yes __No

Do you access any information services or electronic mail with your micro or terminal? __Yes __No

If answer above is Yes, which services? ________________

____

____

Have you ever participated in an electronic conference? __Yes __No

If answer above is Yes, which one(s)? ____________________

____

"Connect-time" charges for CCLC:LEC would be range from $8.00 - $16.00 per hour, depending on the time of day. There would likely be a surcharge of $5.00/month to cover billing costs.

Would you probably sign-up given these costs? __Yes __No

If answer above is No, what would charges have to be for you to join? ___________________________________

==

Mail completed questionnaire to:

Frank Freeman
Center for Creative Leadership
P. O. Box P-1
Greensboro, NC 27402

For more information call Frank Freeman at (919) 288-7210

LEADERSHIP EDUCATION CONFERENCE

Post Conference Report

July 13-16, 1986

Center for Creative Leadership
Greensboro, North Carolina

Sunday, July 13, 1986

The fourth annual Leadership Education Conference began on Sunday afternoon with opportunities for participants to read background materials, view films, and engage in computer conferencing. Walter F. Ulmer, President of the Center for Creative Leadership, called the meeting into session at 7:30 p.m. at the Center in Greensboro, North Carolina. He welcomed the participants and spoke of the purpose of the conference focusing on leadership that can only have a beneficial effect on society and the need for all of us to become better educated in the subject. He introduced two guests, John Gardner and Frank Pace, men who are dedicated to leadership. Each spoke briefly. John Gardner said this period is a dawn era in thinking about leadership; our understanding of leadership is scanty and our development of leaders is skimpy. Frank Pace emphasized that without leadership a democracy is meaningless.

The conference chairman, Kenneth E. Clark, welcomed everyone and praised their growing enthusiasm for understanding leadership. The participants came to the podium, introduced themselves, and indicated their reasons for coming to the conference and what they hoped to derive from it.

Monday, July 14, 1986

The participants convened at 8:30 a.m. when Frank Pace remarked on several Issues of Leadership. He said that democracy without an institutional process by which leaders are produced will not survive. This process involves family, academe, church, and community. Leaders are effective only if they inspire their contributors, a word better than follower because follower carries a demeaning tone. He indicated that all leaders need to be risk takers and assume responsibility; young people must know they have the option to become a leader. He concluded with questions concerning objectives and what we hope to achieve. His dream is that the great leaders will be able to affect the morals of our culture, challenge the process, and reverse the slow deterioration of our morals caused by the excessive materialism present in our society.

Kenneth Clark spoke on Accommodating Different Definitions of Leadership saying there are a variety of ways to approach the issues of leadership. It is an old topic often treated as literature rather than science. We observe behavior of leaders and attempt to understand what motivates them. In the Ohio State University studies, testing was important for identifying important characteristics of people in leadership positions. There continues to be discussion but little light shed on differences between leadership and management. To be a good leader in management, it is necessary to know the business, have a strategic view or vision, and be able to generate and move that vision. That does not satisfy the definition of leadership. There is no common definition. Having no definition creates a problem when teaching students. However, there are some things we can do: encourage responsible leadership, examine how leadership roles are assigned, hone one's managerial and communication skills, recognize the importance of self assessment, and develop the ability to have a long range view. He quoted John Gardner who comes closest to a definition of leadership. "Leadership...is the process of persuasion and example by which an individual (or leadership team) induces a group to take action that is in accord with the leader's purposes or the purposes of all."

Monday, July 14, 1986, continued

David DeVries' topic was Can Leadership Be Taught? Can It Be Developed? Can One Prepare for Leadership? He believes that the cultivation of leadership is more appropriate than the concept of teaching it. Because formal evidence of its existence is lacking, it becomes difficult to teach students about it. Yet, the need to forge ahead exists. Student leadership development programs are: insight based, knowledge based, and action based combined in a variety of ways. Insight based involves tying leadership roles and skills to individual students through content and experiential exercises. The knowledge based approach is the traditional curricular approach. The action based approach simulates leadership roles for students. All of the above are broader than any one discipline and, thereby, fit uneasily into normal curricula. To be effective, critical thinking and taking action must intersect. Finally, appropriate evaluation is essential. Thus programs for students include: self management; learning to work/play positively with others; understanding the system; working through others; combination of the above. Results of our studies with executive managers at the Center indicate the importance of: knowing the business; being action oriented and motivated for success; accepting self imperfections; establishing a value system by understanding others. These lessons can be converted to use with students. Classrooms can prepare leaders for lifelong learning through formal education. Classroom impact can be expanded through: experiences impressing students with the benefit of action and reflection; setting one's own agenda; awareness that mistakes and failures can be assets; attaining flexibility in problem solving.

In a presentation, chaired by Thomas Cronin of Colorado College, highlighting the use of living leaders in the classroom, the participants heard William C. Friday, President Emeritus, University of North Carolina at Chapel Hill, and Terry Sanford, President Emeritus, Duke University, former governor, State of North Carolina, and democratic candidate for U.S. Senator from the State of North Carolina. William Friday stressed the changing responsibilities in the work of university administrators in the last 35 years. The demands on the university to maintain the strength and quality of life are greater. Today, interacting with various publics requires a talent for consensus building. Learning must come from traditions, practices, and experiences. He cited a series of difficult experiences with which he had to deal pointing out there comes a moment when courage is required to come to decisions when your own principles are tested in the face of various options closing in on you. Terry Sanford's concern for education and the need to strengthen the school systems led him to run for governor of the state. Accepting the challenges to seek political office serves one's purpose and principles. Listening to others and searching for better ways to do things are important attributes of leadership. Discussion followed with numerous questions: how to deal with self doubt and criticism; how to delegate; how to make decisions; how to deal with stress; maintaining integrity; learning from failures; encouraging ideas in others; considering grass roots; dealing with ambiguity; roles of mentors; need for courage; importance of involvement. During the progress of the presentation, the two men discussed with each other and the audience some penetrating and relevant topics with clarity, sensitivity, and good humor.

In the ensuing discussion led by Tom Cronin on Teaching Leadership by Live Example, he covered: the importance of how and when to use guest speakers; the required advance preparation by students; the enrichment possibilities of small

Monday, July 14, 1986, continued

informal discussion groups. He likened his theory of leadership to the theater: Act III, those who incorporate the brilliant, creative, highly visible leaders; Act II, e.g. Martin Luther King, Susan B. Anthony, who build movements and set principles; Act I leaders who are radicals and "stirrer uppers." For the classroom, Act I's and II's are valuable in order to break molds and to challenge the system. He commented further on the importance of expanding the concept of mentors and interns. Learning from others how not to lead is also important. He said the core theme of leadership today involves the process of empowerment by creating a climate where good people can do their best. Bad leaders move us down the ladders of empowerment and make people dependent.

Tuesday, July 15, 1986

David P. Campbell, Smith Richardson Senior Fellow at the Center, speaking on What Can Be Learned by Studying Leaders? noted that there are several problems in studying them: lack of a definition; scanty body of knowledge about them; difficulty of collecting systematic data. To exemplify the difficulty of data collection, he used a new inventory which he is currently developing (Campbell Work Orientations). The CWO is not a test of leadership, but rather of work orientations. The use of this example was to clarify the steps that need to be followed in data collection such as picking a topic, developing test items from theory, consolidating them into scoring scales, developing norms using a reference, applying the tests, and updating the theory.

Robert Gregory described Varieties of Leadership Education based on a study he did during the past year to assess where leadership programs are being taught, for whom, and by what methods. He sought information on types of programs, students taking them, nature of their content, pedagogical and evaluation method(s), disciplinary focus, and program goals. Results indicated most programs were interdisciplinary, employed theory and application, emphasized some level of attitudinal and behavioral change, and used multiple methods. Few programs incorporated evaluation studies. A technical report of this study will be available soon.

Following Robert Gregory's report, three participants presented their programs. Cheryl Mabey, of Mount Saint Mary's College in California, described their well-established women's leadership program as being a leadership laboratory within a college. She highlighted several aspects of the program: it is a multidisciplinary hybrid; it is nonelitist; it utilizes cognitive knowledge then application; it focuses on needs of leaders who are women. The program includes three levels of analysis corresponding with traditional disciplines: descriptive (psychology), functional (English, communications), and normative (philosophy, history, political science). Data collection, mentors, and a leadership house for living-learning-governing have been incorporated into their program. Tom Shandley, Director of Leadership Program and Services at the University of Minnesota, discussed their nonelitist, noncredit student affairs program which has a philosophical base of four dimensions: to assess leadership skills and abilities, to use the student organizations for practical applications of information and skills, to evaluate progress in reaching individual learning goals, and to design a mutual learner relationship between

Tuesday, July 15, 1986, continued

student leaders and mentors. The program has five components: peer interaction, mentor relationships, weekly seminars, skills inventories, and learning contracts. The third presentation was given by Pat Bettin, Associate Professor at West Point, who reported their goal is to develop leaders who are effective and committed. Both men and women must possess abilities to lead organizations through critical and noncritical times with focus on preparing to fight and preparing successors. The program that is an entire four-year experience entails: selection; socialization; education and training; experience; evaluation and feedback; reinforcement and remediation.

Bill Sternbergh, Director of the Leadership Development Program at the Center, conducted a well-known exercise called "Win What You Can" dealing with aspects of cooperation, competition and conflict. It was an example of the ways a simulation can be used with a group for examination of their own attitudes. The simulation was followed by an animated discussion during which the group recognized the value and usefulness of the exercise.

Wednesday, July 16, 1986

A session titled "Eye Openers" invited various presenters to introduce new ideas and practices. These persons had been selected by the group to amplify various topics discussed during group sessions and conversations. Donald Curran, U.S. Naval Academy, presented the Academy as a leadership laboratory where leadership is an obligation not an option, and the fundamentals of leadership are taught for the purposes of instilling a value system. Gerald Hawkins, N.C. State University, described the four-year N.C. Fellows Program which combines self assessment, coursework, experiential exercises, community activities, and summer internships. Susan Dugat, Baylor University, notes that the objective of their one year program involving lectures, simulations, and group processing is to change student perspective and provide motivation. John Ott, Duke University, touched on the components of the Duke program: lectures with emphasis on ethics and conscience; guest speakers addressing issues chosen by the students; leadership projects; summer internships; experiential exercises. Marianne Alexander, Public Leadership Education Network (PLAN), says the intent of her organization, which is predominantly female, is to help women become more comfortable as leaders through role models and mentors. Bob Taylor and Bill Rosenbach described their book of readings on contemporary issues of leadership and asked the group about suggestions for future work.

In summing up the conference, Kenneth Clark commented on the Source Book, asked for continued contribution to it, and noted the Center's commitment to keep it up to date. He reminded them of the purpose of the conference to provide exchange of information about the variety of methods of leadership programs. He noted that little time had been devoted to research and studies about leadership and asked if next year's conference should be different. Walter Ulmer thanked the participants for attending and engaging in such lively discussion and for contributing so much to one another.

Discussion Groups

The participants at various times broke into small groups to continue discussion. In some cases, the groups were arbitrarily assigned, and in other cases, topics were chosen, leaders selected, and participants joined a group of their choice. Some of the topics discussed were: minority/women development process; training leaders vs. teaching leadership; evaluation/assessment; leadership in graduate and professional schools; courses for credit; simulations; experiential programs; motivation of student leaders; ethics in leadership programs. One evening, the participants met in conversational groups which allowed for a broad range of discussion in groups of varying sizes.

Some Important Ideas

Toward the end of the conference, the participants were given cards to share what valuable ideas they had received during the three days. Several of these were: the special challenges associated with identifying leadership potential; the family has a significant role in leadership development; the need to translate knowledge about leadership into action; leadership is a process of empowerment; the importance of personal assessment, planning, and goal setting in leadership development programs; the benefits of incorporating an "Outward Bound" experience; an understanding of the demands and principals of executive leaders.

This report prepared by Sara K. Britt and Miriam B. Clark.

Program
Leadership Education Conference
Center for Creative Leadership
July 13 - 16, 1986

Sunday, July 13

2:00 p.m. and afternoon. Arrival and Registration at Guest Quarters, Greensboro. Hospitality Suite: Rooms 6309 and 6310.

2:45 p.m. Transportation to the Center for Creative Leadership begins. Vans will be available all afternoon as required.

3:00 p.m. Free-choice activities at the Center:
- Self-guided tour of Center facilities
- Viewing of Films on Leadership
- Demonstration of Computer Conferencing
- Pre-examination of Leadership Education: A Source Book.
  - Rooms available for Reading :
    - Upper Conference Room
    - Seminar Rooms 4 and 6
    - Participants' Lounge
  - Films Showings in Auditorium and Room 8
  - Computer Networking in Room 7
  - Beverages and Snacks in Participant Lounge and in Room 6

5:45 p.m. Social Hour on Dining Room Patio (in case of rain--Room 6)

6:30 p.m. Assemble for Dinner. Buffet in Dining Room

7:25 p.m. Move to Fitness Room for Welcome to the Conference and Introduction of Special Guests

Walter F. Ulmer, Jr., President, Center for Creative Leadership

Kenneth E. Clark, Conference Chairman

Introduction of Participants. One minute each.

9:30 p.m. Details of Conference Arrangements. Kenneth E. Clark

10:00 p.m. Transportation to Guest Quarters

Monday, July 14, 1986

7:00 a.m. Hospitality Suite Opens. Coffee and Juices available.

7:20 to 7:30 a.m. Vans leave Guest Quarters for Center

7:30 a.m. Breakfast in Dining Room

8:10 a.m. Group Leaders meet with Gregory and Clark. Goodyear Lab #6

Monday, July 14, 1986 cont'd.

8:30 a.m. Morning Session Convenes. Fitness Room

The Challenge to Address Issues of Leadership. Brief remarks by

Frank Pace
John Gardner

8:45 a.m. Accomodating to Different Definitions of Leadership. Introduction by the Chairman, Discussion by the Group.

Kenneth E. Clark

9:45 a.m. Break. Dining Room Patio. (Rain Alternate--Room 6)

10:00 a.m. Can Leadership be Taught? Can it be Developed? Can one Prepare for Leadership? Fitness Room

Introductory Remarks, Followed by Group Discussion
David L. DeVries, Executive Vice President, Center for Creative Leadership

10:55 a.m. Plans for Discussion Groups. Bob Gregory. Fitness Room.

11:00 a.m. Discussion Groups. General discussion of leadership issues and of expectations for the conference. Rooms: Upper Conference Room; Seminar Rooms 4, 6, 7, 8.

12:30 p.m. Group Leaders Meet with Bob Gregory and Ken Clark to plan afternoon group sessions. Goodyear Lab 6

12:30 p.m. Half of group: Lunch. Other Half: Fresh Air Walk or Film in Room 8 or Computer Conferencing in Room 7

1:00 p.m. Second Half of Group to Lunch. Lunch group walks or moves to Film or Computer Conferencing

1:30 p.m. Lives of Leadership. Fitness Room
Tom Cronin, Colorado College, Chair

Presenters:

William C. Friday, President Emeritus, University of North Carolina, and Chairman, Board of Governors, Center for Creative Leadership

Terry Sanford, President Emeritus, Duke University, former Governor, State of North Carolina, and Democratic candidate for U. S. Senator from the State of North Carolina

Monday, July 14, 1986 Cont'd.

3:15 p.m. Break. Dining Room Patio. (Rain--Room 6)
Participants will sign up for a Topical Interest Group or Campaign to Set Up a Special One, Using Sign Up Sheets Posted Just Outside the Fitness Room on Hall Walls.

3:30 p.m. Reconvene for continuation of prior session, Fitness Room

4:30 p.m. Teaching Leadership by live example.
Thomas Cronin, Colorado College

5:30 p.m. Plan for Evening Special Interest Groups. Announcement of Topics, Leaders, and Meeting Rooms. Discussion about Plans.

6:00 p.m. Social Hour. Dining Room Patio. (Rain--Room 6)

6:30 p.m. Dinner

7:45 p.m. Topical Interest Group Meetings. Issues Oriented to Day's Topics.

Topical Interest Groups will be those announced by Gregory at 5:30 session
Rooms available for group meetings will be:
  Goodyear Laboratory (four rooms)
  Upstairs conference room
  Seminar Room 6
  Participant Lounge
Films in Room 8
Computer Conferencing in Room 7

9:00 p.m. Transportation to Guest Quarters when groups are ready to break.

Tuesday, July 15, 1986.

7:00 a.m. Hospitality suite opens. Coffee and Juices available

7:20 to 7:30 a.m. Vans leave for the Center

7:30 a.m. Breakfast

8:30 a.m. What Can be Learned by Studying Leaders? Fitness Room

David P. Campbell, Smith Richardson Senior Fellow, Center for Creative Leadership

10:15 a.m. Break Dining Room Patio (Rain--Room 6)

10:30 a.m. Varieties of Leadership Education. Fitness Room
Robert Gregory, Chairman

Tuesday, July 15, 1986 cont'd.

11:30 a.m. "How It Is Done" Samples of Courses and Programs.

Three examples:

Cheryl Mabey	Mt. St. Mary's College
Tom Schandley	University of Minnesota
Patrick J. Bettin	West Point

12:30 p.m. Lunch (group splits for lunch as on Monday. Films in Room 8, computer conferencing in Room 7)

1:30 p.m. "Win What You Can" An Exercise from the Center's Leadership Development Program.

Presenter, Bill Sternbergh, Director of the Leadership Development Program of CCL

3:15 p.m. Break Dining Room Patio (Rain--Room 6)

3:30 p.m. Convene to Plan Meetings of Special Interest Groups. Fitness Room.

We propose five groups, listed below, but we will let the participants decide whether or not they are appropriate. The groups:

1. Leadership Development for Student Leaders
2. Leadership in Graduate and Professional Schools
3. Undergraduate Courses for Credit
4. Mixed Programs--Experiential Learning
5. Special Programs for Selected Students

The Rooms:

Upper Conference Room	Holds 24
Seminar Room 6	Holds 40
Participant Lounge	Holds 12
Goodyear Lab 5 and 6	Hold 12 each
Films in Room 8	
Computer Conferencing in Library	

During these sessions we will ask participants to nominate any person or program that is a real "eye-opener." Those who receive the largest numbers of nominations will be given a chance to describe their work in more detail during "Eye-Openers."

5:30 p.m. Reconvene as total group for a Review and for Planning the Evening Sessions. Fitness Room

6:00 p.m. Social Hour Dining Room Patio (Rain--Room 6)

6:30 p.m. Traditional North Carolina Pig Pickin' Outside, on the Dining Room Patio, and in Dining Room

Tuesday, July 15, 1986 cont'd.

7:30 p.m. Evening of Conversation and Information Exchange in the Dining Room. Refreshments Available. Topics of Beginning Conversation Shown for Each Numbered Table.
Also: Films (room 8)
Computer conferencing (Room 7)

9:30 p.m. Transportation to Guest Quarters

Wednesday, July 16, 1986

7:00 a.m. Hospitality Suite opens. Coffee and juices available.

7:20 to 7:30 a.m. Vans leave for Center. Participants should check out of Guest Quarters before leaving, and take luggage to Center unless you plan to return to Guest Quarters

7:30 a.m. Breakfast

8:30 a.m. Continuation of Interest Group Sessions of Preceding Afternoon (same rooms)

10:00 a.m. Break Dining Room Patio (Rain--Room 6)

Persons with planned departures on flights leaving earlier than 4:00 p.m. should sign up for transportation with Dannie Reed who will be on the Dining Room Patio by the Flip Chart during the break.

10:15 a.m. "Eye Openers" Selected Examples of Fresh Ideas and Good Practice. Fitness room.

Chairman, Robert Gregory, Air Force Academy

12:30 p.m. Lunch. (group splits for lunch as on Monday and Tuesday. Films in Room 8, computer conferencing in Room 7)

1:30 p.m. Summing up: Fitness Room

The Source Book. Frank Freeman

The Conference Report. Miriam Clark

Evaluation of the Conference. Kenneth Clark

Final Words. Comments by participants

concluding with Walter F. Ulmer

3:00 p.m. Adjournment. Transportation to Airport and Guest Quarters

RESOURCE PERSONS IN LEADERSHIP EDUCATION

The following directory is a composite listing of people who have some kind of association with leadership development in higher education. Some have developed courses or programs, while others are just beginning the process. Many are in here because they have attended one of the annual Leadership Education Conferences held here at the Center.

The codes following each entry indicate the following:

LEC -- A participant in one of the Leadership Education Conferences

LEC-P -- A presenter or panelist at one of the Leadership Education Conferences

SURV -- A respondent to the Center's survey of leadership education in higher education

BOOK -- A contributor to the Source Book

OTHER -- Individuals attending other leadership conferences, or other persons recommended for inclusion.

Help us keep this directory up-to-date and accurate by notifying us of errors, changes and additions.

CONTENTS

Alphabetical List of Resource Persons F-1

State Index to Resource Persons F-38

Ackerman, Dean Mary
MacAlister College
1600 Grand Ave.
St. Paul, MN 55105 (SURV)

Adams, Mr. Bruce
Associate
Kettering Foundation
5319 Yorktown Road
Bethesda, MD 20816 (LEC)

Agnese, Jr., Dr. Louis J.
Vice President-Student Development
Briar Cliff College
3303 Rebecca Street
Sioux City, IA 51104 (LEC)

Alexander, Ms. Marianne
Executive Director
Public Leadership Education Network
Goucher College
Towson, MD 21204 (LEC)

Alexander, Dr. Robert
Dean, College of Business
Marshall University
Huntington, WV 25701 (SURV)

Allen, Ms. Kathy
Moorhead State University
Comstock Memorial Union
Moorhead, MN 56560 (SURV)

Altschuler, Mr. Stanley J.
Executive Director, Leadership America
International Leadership Center
1600 Two Turtle Creek Village
Dallas, TX 75219 (LEC)

Ames, Jr., Dr. Russell
Associate Professor
University of Maryland
University College
College Park, MD 20742 (LEC)

Anderson, Professor David
Wheaton College
Wheaton, IL 60187 (SURV)

Anderson, Mr. Duane R.
Suffolk University
41 Temple St.
Boston, MA 02114 (SURV)

Appunn, Mr. George
Eckerd College
P.O. Box 12560
St. Petersburg, FL 33733 (LEC)

Aram, Dean John
Associate Dean
Case Western Reserve University
Cleveland, OH 44106 (SURV)

Argetsinger, Mr. Gerald
Instructor
Rochester Institute of Technology
Rochester, NY 14623 (SURV)

Arthur, Dr. Sara
Director, Student Life
New York University
Loab Student Ctr., 566 La Guardia Place
New York, NY 10012 (LEC)

Artman, Dr. Rick
Vice President for Student Affairs
Nebraska Wesleyan University
5000 St. Paul Avenue
Lincoln, NE 68504 (SURV)

Ashworth, Dr. Neil
Management Department
University of Richmond
Richmond, VA 23173 (SURV)

Astin, Dr. Helen
Univer. of CA at Los Angeles
College of Letters & Science
1312 Murphy Hall, 405 Hilgard Avenue
Los Angeles, CA 90024 (OTHER)

Ayers, Dr. Michael
Vice President for Academic Affairs
Sangamon State University
Shepherd Road
Springfield, IL 62708 (OTHER)

Ayres, Dr. Robert
University of the South
Sevanee, TN 37375 (LEC)

Baglio, Dr. Joe
National College of Education
2840 Sheridan Road
Evanston, IL 60201 (SURV)

Baker, Dr. Amanda
Dean
Troy State University
School of Nursing
Troy, AL 36082 (SURV)

Baker, Dr. Charles
Dean of Academic Affairs
Pillsbury College
315 S. Grove
Owatonna, MN 55060 (SURV)

Baltas, Sister Christine
Cabrini College
Radnor, PA 19087 (SURV)

Banziger, Dr. George
Associate Professor of Psychology
Marietta College
Marietta, OH 45750 (OTHER)

Barnes, Dr. Louis B.
Harvard Business School
Organizational Behavior
Humphrey 32, Soldiers Field
Boston, MA 02163 (OTHER)

Barnes, Dr. Roger
Assistant Professor - Political Science
Hampden Sydney College
Box 128
Hampden Sydney, VA 23943 (LEC)

Basey, Dr. Glen R.
President
Puget Bay College of Bible
410 4th Avenue N.
Edmonds, WA 98020 (SURV)

Bass, Professor Bernard
School of Management
State University of NY at Binghamton
Binghamton, NY 13901 (SURV BOOK)

Bausch, Dr. Thomas A.
Dean
College of Business Administration
Marquette University
Milwaukee, WI 53233 (SURV)

Bausum, Mr. Henry S.
Professor of History
Department of History & Politics
Virginia Military Institute
Lexington, VA 24450 (LEC)

Baynard, Mr. Robert
Associate - Leadership Program
Duke University
5475 Duke Station
Durham, NC 27706 (LEC)

Beatty, John
Director, Student Prog. & Services
Pennsylvania State University-McKeesport
University Drive
McKeesport, PA 15132 (SURV)

Beck, Ms. Ellen
Sinclair Community College
444 West Third Street
Dayton, OH 45402 (SURV)

Beck, Mr. L. Linton
Chairman, Dept. of Educ. Leadership
Vanderbilt University
P.O. Box 45 - Peabody
Nashville, TN 37203 (LEC)

Belford, Dr. Fontaine Maury
Dean of the College
Sweet Briar College
Sweet Briar, VA 24595 (LEC)

Bellone, Dr. Carl
Chair Dept. Public Admin.
CAL State University at Hayward
Hayward, CA 94542 (SURV)

Benamati, Ms. Jackie
Dean, Student Life
University of Bridgeport
126 Park Avenue
Bridgeport, CT 06602 (LEC SURV)

Benjamin, Ms. Libby
Assoc. Director, Eric Counseling Ctr.
University of Michigan
2108 School of Education
Ann Arbor, MI 48109 (LEC)

Benson, Dr. Paul A.
Vice President for Student Affairs
Georgia College
Campus Box 27
Milledgeville, GA 31061 (SURV)

Berte, Dr. Neal R.
Birmingham-Southern College
Box A-2, 800 8th Avenue, West
Birmingham, AL 35254 (BOOK)

Bess, Dr. David
Dean College of Business Admin.
University of Hawaii
2424 Maile Way
Honolulu, HI 96822 (SURV)

Best, Dr. Harold L.
Institutional Research
California State University
Fresno, CA 93740 (SURV)

Bettin, Lt. Col. Patrick
Behavioral Sciences & Leadership
U. S. Military Academy
West Point, NY 10996 (LEC)

Birenbaum, Mr. William M.
President
Antioch University
30 Veasey Street
New York, NY 10007 (LEC)

Blackburn, Richard S.
Associate Professor
Sch. of Bus. Admin./Univ. of NC
Carroll Hall 012A
Chapel Hill, NC 27514 (LEC)

Blake, President Bruce P.
Southwestern College
Winfield, KS 67156 (SURV)

Blakemore, Mr. Phil
DECA Advisor
State Fair Community College
1900 Claredon Road
Sedalia, MO 65301 (SURV)

Blamer, Dr. William
Vice President - Academic
Mott Community College
1401 E. Court Street
Flint, MI 48502 (SURV)

Blezek, Mr. Allen G.
President
Nebraska Agriculture/Leadership Council
University of NE, 302 Agricultural Hall
Lincoln, NE 68583-0709 (SURV BOOK)

Blunt, Mr. Barrie E.
Dept. of Political Science
Oklahoma State University
519 Math Sciences
Stillwater, OK 74078 (LEC)

Boal, Professor Kim
College of Business Administration
University of Nevada-Reno
Reno, NV 89557 (SURV)

Boatman, Dr. Sarah
Director, Campus Activities & Programs
University of Nebraska-Lincoln
Nebraska Union 200
Lincoln, NE 68588 (SURV)

Bogdevic, Mr. Stephen P.
Lecturer, Dept. of Family Medicine
University of North Carolina
Trailer 15, 269-H
Chapel Hill, NC 27514 (LEC SURV)

Bogue, Dr. Grady
LSU-Shreveport
8515 Youree
Shreveport, LA 71115 (SURV BOOK)

Bohlen, Dr. Jeanne L.
Associate Director
Independent Sector
1828 L Street, N.W.
Washington, DC 20036 (OTHER)

Bohnsack-Lee, Ms. Frances M.
Instructor
University of Miami at Coral Gables
5700 SW 67th Avenue
Miami, FL 33413 (LEC)

Bolling, Dr. Dan
Professor of Religious Education
Golden Gate Baptist Theology Seminary
Strawberry Point
Mill Valley, CA 94941 (SURV)

Bollinger, Professor Kip
Assistant Professor of Education
Lebanon Valley College
Annville, PA 17003 (LEC SURV)

Bond, Dr. Douglas E.
Washington Baptist College
2402 South 66th Street
Tocoma, WA 98409 (SURV)

Booth, Mrs. Carolyn
Registrar
Principia College
Elsah, IL 62028 (SURV)

Bosarge, Dr. Fred
Dean of Students
Northwest State University
Natchitoches, LA 71497 (SURV)

Bottoms, Mr. Robert G.
President
Depauw University
Greencastle, IN 46135 (LEC)

Bowen, Dr. Zeddie
University of Richmond
Provost's Office
Richmond, VA 23173 (LEC SURV)

Bower, Mr. Joe
Harvard University
Graduate School of Business
Cambridge, MA 02138 (LEC)

Bower, Mr. Robert
Consumer Division
Fairmont State College
Fairmont, VA 26559 (LEC)

Boyd, Mr. Stephen
President
Washington Leadership Institute
2029 East Howe Street
Seattle, WA 98112 (LEC)

Brach, Dean Philip L.
University of the District of Columbia
4200 Connecticut Avenue
Washington, DC 20008 (SURV)

Bradenberg, Mr. Richard
Professor
Eckerd College
P.O. Box 12560
St. Petersburg, FL 33733 (LEC)

Braganza, Mrs. Agnes L.
Director of Continuing Education
Christopher Newport College
50 Shoe Lane
Newport News, VA 23606 (SURV)

Brandhorst, Dr. Curt
Concordia College
Hamline & Marshall
St. Paul, MN 55104 (SURV)

Breeding, Ms. Mary
Director, Conferences & Seminars
Springfield Technical Community College
One Armory Square
Springfield, MA 01105 (SURV)

Bremner, Ms. Paula
Residence Life
State University College
Geneseo, NY 14454 (SURV)

Brever, Mr. Leroy
Professor, Computer Science
Hawaii Pacific College
1166 Fort Street
Honolulu, HI 96813 (SURV)

Briggs, Ms. Margaret A.
Home Economics
NW Missouri State University
Maryville, MO 64468 (LEC)

Briles, Ms. Doris
Asst. to President for Adult & Com. Ed.
Clinton Community College
1000 Lincoln Boulevard
Clinton, IA 52732 (SURV)

Broadus, Professor Loren
Lexington Theological Seminary
631 S. Limestone
Lexington, KY 40508 (SURV)

Brown, Mr. John Lott
President
University of South Florida
Tampa, FL 33620 (LEC)

Brown, Ms. Martha L.
Creighton University
2500 California Street
Omaha, NE 68178 (SURV BOOK)

Brown, Dr. Patrick
Director of Student Activities
University of Vermont
Billings-IRA Allen Campus Center
Burlington, VT 05405 (OTHER)

Brown, Mr. Richard
Auburn University at Montgomery
School of Education
Montgomery, AL 36117 (SURV)

Brown, Ms. Rosemary
Dept. of Nursing
East TN State University
P.O. Box 22, 240A
Johnson City, TN 37614 (SURV)

Bruce, Dr. David
Managing Dir., Int. Business Council
Georgia State University
One Park Place South, Suite 1001
Atlanta, GA 30303 (LEC)

Brunner, Dr. Carl E.
Kutztown University
Kutztown, PA 19530 (SURV)

Bryan, Dr. William
Vice Chancellor Student Affairs
University of NC-Wilmington
601 S. College Road
Wilmington, NC 28403 (SURV)

Bryant, Ms. Anne L.
Director
National Association of Bank Women
500 N. Michigan Avenue, Suite 1400
Chicago, IL 60611 (LEC)

Buccino, Dean Al
College of Education
University of Georgia
Aderhold Hall
Athens, GA 30602 (SURV)

Bullard, Mr. Hubert
Vice President Continuing Ed.
Robeson Technical College
P.O. Box 1420
Lumberton, NC 28359 (SURV)

Bulpitt, Dr. Mildred
Instructor for Leadership Development
Maricopa County Community College
135 North 2nd Avenue
Phoenix, AZ 85003 (SURV)

Bungard, Ms. Sharon A.
Dean, Education Supt. Services
WV Northern Community College
College Square
Wheeling, WV 26003 (SURV)

Bunting, Dr. Josiah
President
Hampden-Sydney College
Hampden-Sydney, VA 23943 (LEC)

Burbach, Mr. Harold J.
Associate Dean
University of Virginia
Curry School of Education
Charlottesville, VA 22903 (LEC)

Burdeshaw, Dr. Dorothy
Head Division Health,Phys. Ed. & Rec.
Mississippi University for Women
Box W-1636
Columbus, MS 39701 (SURV)

Burnette, Mr. Brad
Johnson Bible College
Knoxville, TN 37998 (SURV)

Burnham, Ms. Anita L.
Assistant Dean of Student Affairs
Skidmore College
Saratoga Springs, NY 12866 (SURV)

Burnside, Mr. Harold
Bible
Pecos Valley Christian College
1203 W. Hobbs
Roswell, NM 88201 (SURV)

Burrows, Dr. Rodney
Department of Social Sciences
Fayetteville State University
Fayetteville, NC 28301 (SURV)

Burton, Ms. Joan
Assistant Professor, Dept. Chairman
Philosophy & Anthropol., Goucher College
Delaney Valley Road
Towson, MD 21204 (LEC)

Bush, Dr. Judith K.
Coordinator, Adult Learning Service
Ohio University Belmont
45425 National Road
St. Clairesville, OH 43950 (OTHER)

Buyok, Mr. Albert
Student Government Advisor
San Juan College
4601 College Boulevard
Farmington, NM 87401 (SURV)

Byers, Mr. Thomas B.
Assist. to the Chancellor
University of NC at Asheville
Phillips Hall
Asheville, NC 28804 (SURV)

Byrd, Dr. Jack
Dept. Industrial Engineering
West Virginia University
Morgantown, WV 26506 (SURV)

Caliguri, Dr. Joseph
Professor of Ed. Admin.
University of Missouri at Kansas City
School of Ed., Rm. 339, 5100 Rockhill
Kansas City, MO 64110 (SURV)

Calinger, Dr. Ronald
Dean, Catholic University of America
School of Arts & Sciences
McMahon Building 109
Washington, DC 20064 (OTHER)

Canon, Mr. Alfred O.
Vice Chancellor, University Relations
University of NC at Asheville
One University Heights
Asheville, NC 28804 (LEC)

Cantu, Ms. Virginia
Curriculum Specialist
Maricopa Colleges
3910 E. Washington
Phoenix, AZ 85034 (SURV)

Cantwell, Dr. Frank
Dallas Baptist College
7777 West Kiest Boulevard
Dallas, TX 75211 (SURV)

Carignan, Mr. James W.
Bates College
Lewiston, Ma 04240 (SURV)

Carlo, Professor Victor
Industrial Engineering Technology
University of Puerto Rico
Ponce Tech. Univ. College, Box 7186
Ponce, PR 00732 (SURV)

Carlson, Ms. Malinda
Director of Student Activities
Lincoln Land Community College
Shepherd Rd.
Springfield, IL 62708 (SURV)

Carroll, Professor John
Massachusetts Institute of Technology
77 Massachusetts Avenue
Cambridge, MA 02139 (SURV)

Carroll, Ms. Kathy
Special Program Director
Notre Dame College
2321 Elm St.
Manchester, NH 03104 (SURV)

Chambers, Mr. Anthony
Assistant Dean, Student Affairs
University of Florida
129 Tigert Hall
Gainesville, FL 32611 (LEC)

Chambers, Dr. Glen A.
Student Activities Office
Catonsville Community College
800 South Rolling Road
Catonsville, MD 21228 (SURV BOOK)

Cherry, Mr. Richard L.
Assoc. Prof., School of Bus. Admin.
Stetson University
DeLand, FL 32720 (LEC LEC-P)

Chisholm, Ms. Patricia E.
Dean of Student Development
Bunker Hill Community College
New Rutherford Avenue
Boston, MA 02129 (SURV)

Chism, Mr. John
Instructor
Truckee Meadows Community College
7000 Dandini Boulevard
Reno, NV 89512 (SURV)

Chrislip, Mr. David
Graduate School of Public Affairs
University of Colorado
Denver, CO 80201 (LEC LEC-P)

Clark, Ms. Jerri A.
Rivier College
Nashua, NH 03060 (SURV)

Clark, Kenneth E.
Smith Richardson Senior Scientist
Center for Creative Leadership
P. O. Box P-1
Greensboro, NC 27402 (LEC LEC-P)

Clark, Ms. Miriam B.
Center for Creative Leadership
P. O. Box P-1
Greensboro, NC 27402 (LEC LEC-P BOOK)

Cleveland, Dr. Harlan
Dean
Hubert Humphrey Institute
300 Humphrey Center, 301 19th Avenue
Minneapolis, MN 55455 (OTHER)

Clinton, Mr. David
Department of Political Science
Kansas University
Kedzie Hall
Manhattan, KS 66506 (LEC)

Clover, Lt. Col. Bill
U.S. Air Force Academy
Colorado Springs, CO 80840 (BOOK)

Cogdell, Mr. Jerry
Assistant Dean
Wofford College
Spartanburg, SC 29301 (SURV)

Cohen, Professor Allan
Babson College
Babson Park, MA 02157 (SURV)

Coleman, Mr. Ron
West Virginia Community College
3095 Colonial Avenue, P. O. Box 1404
Roanoke, VA 24038 (SURV)

Coleman-Boatwright, Ms. Patrice
Trenton State College
Trenton, NJ 08625 (SURV BOOK)

Condart, Sister Sally
Gwynedd-Mercy College
Gwynedd Valley, PA 19437 (SURV)

Conner, Dr. Ross F.
Program in Social Ecology
University of California at Irvine
Irvine, CA 92717 (LEC)

Conrad, Dean Marsha
Bay Path Junior College
588 Longmeadow Street
East Longmeadow, MA 01106 (SURV)

Conyers, Ms. Julie
Leadership Coordinator
University of Texas - El Paso
102 Union West, P.O. Box 630
El Paso, TX 79968 (SURV)

Cooper, Ms. Cristy
University of Texas at Arlington
UTA Box 19348
Arlington, TX 76019 (SURV)

Cooper, Dr. Kenneth
University of Detroit
Detroit, MI 48221 (SURV)

Corman, Mr. Robert P.
Executive Director
The Fund for New Jersey
57 Washington Street
East Orange, NJ 07017 (LEC)

Cowan, Ms. Ruth
Dean, Lifelong Learning
Marymount Manhattan College
221 East 71st Street
New York, NY 10021 (SURV)

Cowan, Ms. Sylvia R.
Program Director
Babson College
Wellesley, MA 02157-0901 (LEC)

Cowles, Dean Milly
School of Education
University of Alabama-Birmingham
Education Building
Birmingham, AL 35294 (SURV)

Crisp, Mr. David
Graduate School of Public Affairs
University of Chapel Hill
Chapel Hill, NC 27514 (LEC)

Cronin, Dr. Thomas E.
Professor
Political Science Department
Colorado College
Colorado Springs, CO 80903 (LEC SURV LEC

Crosby, Dr. Barbara
Program Manager
Hubert Humphrey Institute
c/o Irving Crosby, McGoldrick Farms, Rt.
Versailles, KY 40383 (OTHER)

Cross, Dr. William M
Social Sciences Dept.
Onondaga Community College
Syracuse, NY 13215 (SURV BOOK)

Croucher, Captain Drew E.
Chief, Leadership & Mgmt. Branch
Department of the Air Force
Air Force Reserve Officer Training Corps
Maxwell AFB, AL 36112-6663 (BOOK)

Crupi, Dr. James A.
President, Leadership America
International Leadership Center
Two Turtle Creek Village/1600
Dallas, TX 75219-5419 (LEC)

Cullen, Ms. Anne Bell
Converse College
580 East Main Street
Spartanburg, SC 29301 (SURV)

Curran, Commander Donald J.
Chairman
Department of Leadership & Law
U. S. Naval Academy
Annapolis, MD 21402 (LEC BOOK)

Daily, Mr. James M.
Chairman
Wright State University
Dayton, OH 45435 (SURV)

Darrell, Mr. Willey S.
Dept. of Educ. Management & Dev.
NM State University
Box 3N
Las Cruces, NM 88003 (SURV)

Daughdrill, Dr. Jim H.
President
Rhodes College
2000 N. Parkway
Memphis, TN 38112 (OTHER)

Daum, Dr. Paul S.
New England College
Ramsdell Road
Henniker, NH 03242 (OTHER)

Davenport, Ms. M. Lillian
Moravian College
204 Memorial Hall
Bethlehem, PA 18018 (SURV)

Davis, Dr. Burnet
Department of Political Science
Alma College
Alma, MI 48801 (SURV)

Davis, Dr. Tom
Assoc. Chancellor for Stud. Affairs
University of SC at Spartanburg
Spartanburg, SC 29303 (SURV)

DeRosier, Dr. Linda Scott
Chairman, Psychology Dept.
College of Idaho
2112 Cleveland
Caldwell, ID 83605 (LEC)

DeVore, Dr. C. Brent
President
Otterbein College
Westerville, OH 43081 (SURV)

Deangelo, Ms. Renee
Atlantic Community College
Mays Landing, NJ 08330 (SURV)

Deck, Mr. L. Linton
Chairman, Dept. of Educ. Leadership
Vanderbilt University
P.O. Box 45 - Peabody
Nashville, TN 37203 (SURV)

Decker, Ms. Susan
Assist. Dir. for Residence Services
Syracuse University
202 Steele Hall
Syracuse, NY 13244 (SURV)

Deegan, Dr. James E.
Dean of Special Programs
Eckerd College
P.O. Box 12560
St. Petersburg, FL 33733 (LEC)

Dees, Dr. Constance Y.
Director, Management Development Prog.
Alabama A & M University
P.O. Box 24
Normal, AL 35762 (SURV)

Denoia, Ms. Norma T.
Director of Counseling & Placement Serv.
Georgian Court College
Casino Building
Lakewood, NJ 08701 (SURV)

Desmond, Sister Michon
Viterbo College
815 S. 9th Street
La Crosse, WI 54601 (SURV)

Dickens, Dr. Marion
Dir. of Nursing
Oregon Institute of Technology
Klamath Falls, OR 97601 (SURV)

Dinkel, Dr. Sharon J.
Dean, Institutional Planning
Lourdes College
Sylvania, OH 43560-2898 (LEC)

Dodge, Dr. Galen W.
University of Nebraska-Lincoln
501 Building, 501 North 10th Street
Lincoln, NE 68588 (SURV)

Dodge, Mr. Randall E.
Director of Leadership Development
Taylor University
Office of Leadership Development
Upland, IN 46989 (LEC SURV)

Dolan, Mr. Ed
Dean of Instructional Services
Bellevue Community College
P.O. Box 92700, 3000 Landerholm
Bellevue, WA 98009 (SURV)

Dolen, Professor Mary Anne
Orvis School of Nursing
University of Nevada-Reno
Reno, NV 89557 (SURV)

Doman, Dr. Earle F.
Assist. Vice President Student Affairs
S. W. Missouri State University
901 South National
Springfield, MO 65804 (SURV)

Donohue, Mrs. Edith
College of Notre Dame MD
4701 N. Charles St.
Baltimore, MD 21210 (SURV)

Dotterer, Dr. Ronald
Director, Honors Program
Susquehanna University
Selinsgrove, PA 17870 (SURV)

Dougan, Dr. Tom
Director of Student Life
University of Rhode Island
Memorial Union
Kingston, RI 02881 (SURV)

Drayer, Mr. John R.
Vice President, Academic Affairs
Gardner-Webb College
Boiling Springs, NC 28017 (LEC)

Drury, Professor Jack
Wilderness Recreation
Leadership Program
North Country Community College
Saranac Lake, NY 12983 (SURV)

Drye, Mr. David
Director of Admissions
MS Gulf Coast Junior College
Jefferson Davis Campus
Gulfport, MS 39501 (SURV)

Duffett, Mr. Robert G.
Bethel Seminary
3900 Bethel Drive, P.O. Box 2380
St. Paul, MN 55112 (SURV)

Duffy, Mr. Dan
Director of Activities
Ocean County College
Toms River, NJ 08753 (SURV)

Dugat, Ms. Susan C.
Lecturer
Hankamer School of Business
Baylor University
Waco, TX 76798 (LEC)

Dunathan, Mr. Harmon C.
Provost & Dean of the Faculty
Hobart & William Smith College
Geneva, NY 14456 (LEC)

Dutton, Dr. Bernard
Dean of School of Business
Western State College
215 UTE Hall
Gunnison, CO 81230 (SURV)

Earwood-Smith, Dr. Glenda
Dean of Student Services
Wesleyan College
4760 Forsyth Road
Macon, GA 31297 (SURV)

Edwards, Miss Janice
Dean of Students
Peace College
15 East Peace Street
Raleigh, NC 27604 (SURV)

Edwards, Dr. Thomas
Chair of Faculty
Hollins College
Roanoke, VA 24020 (OTHER)

Einbecker, Dr. Richard C.
Dean
College of Business
University of West Florida
Pensacola, FL 32514 (SURV)

Eisenhardt, Dr. William
Maine Maritime Academy
B-4 Dismukes Hall
Castine, ME 04420 (SURV)

Elliott, Mr. Charles S.
Dir., Continuing Engineering Educ.
Purdue University
A.A. Potter Engineering Center
West Lafayette, IN 47907 (LEC SURV)

Ellison, Dr. Curtis W.
Dean, Disciplinary Studies
Miami University
Oxford, OH 45056 (OTHER)

Enyart, Mr. David
Johnson Bible College
Knoxville, TN 37998 (SURV)

Evans, Dean John
School of Business Administration
University of NC at Chapel Hill
Carroll Hall
Chapel Hill, NC 27514 (SURV)

Everts, Ms. Sandra
Director, Continuing Education
Milwaukee School of Engineering
P.O. Box 644
Milwaukee, MI 53201 (SURV)

Ewald, Mr. L. Phillip
Vice President and Secretary
National Executive Service Corps.
622 Third Avenue
New York, NY 10017 (LEC LEC-P)

Fanelli, Mr. Russell
Assistant Professor of Management
Western New England College
1215 Wilbraham Road
Springfield, MA 01119 (LEC SURV)

Farmer, Mr. Arthur
and Mr. Tony Ross
Northern Arizona University
NAU Box 4095
Flagstaff, AZ 86011 (SURV)

Farrell, Dr. David
Assoc. Dean of Student Life
Sonoma State University
Rohnert Park, CA 94928 (SURV BOOK)

Farrell, Mr. M. L.
Dir. of Student Activities
Rhode Island School of Design
2 College St.
Providence, RI 02903 (SURV)

Fernandez, Mr. Jose
Student Activities
Chemeketa Community College
4000 Lancaster Dr., P.O. Box 14007
Salem, OR 97309 (SURV)

Ferris, Mr. William P.
Resource Center
Western New England College
1215 Wilbraham Road
Springfield, MA 01119 (LEC SURV)

Fewers, Mr. Michael
University Extension
University of California at Irvine
Irvine, CA 92715 (SURV)

Fichman, Professor Mark
Graduate School Indust. Admin.
Carnegie-Mellon University
Pittsburgh, PA 15213 (SURV)

Fillinger, Professor Robert E.
Gordon-Conwell Theological Seminary
South Hamilton, MA 01982 (SURV BOOK)

Finn, Dr. Chester
Assistant Secretary
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20005 (OTHER)

Flatt, Ms. Carolyn
Director, Personal Development Inst.
Morehead State University
300 Lloyd Cassity Building
Morehead, KY 40351 (SURV)

Fluker, Mr. Rodney
Wiley College
Marshall, TX 75670 (SURV)

Foerster, Dr. James
Director, Urban Planning & Policy Prog
University of Illinois-Chicago
Box 4348
Chicago, IL 60680 (SURV)

Foldesy, Professor George
College of Education
University of Nevada-Reno
Reno, NV 89557 (SURV)

Ford, Mr. Michael
Assoc. Dean of Students
Wake Forest University
P.O. Box 7384, Reynolda Station
Winston-Salem, NC 27109 (SURV BOOK)

Forsythe, Lt. Col. George B.
Associate Professor
United States Military Academy
West Point, NY 10996 (OTHER)

Franks, Mr. Bob
Assistant to Vice Chancellor
University of CAL at Davis
Student Activities
Davis, CA 95616 (SURV)

Fraser, Dr. Arvonne S.
Senior Fellow
Univ. of MN, Hubert Humphrey Institute
301 19th Avenue South
Minneapolis, MN 55455 (OTHER)

Freeman, Mr. Frank
Library Director
Center for Creative Leadership
P. O. Box P-1
Greensboro, NC 27402 (LEC LEC-P)

Fremed, Resa
Executive Director
Westchester Sch. of Partnership
State Univ. of NY, Humanities Bldg.,Rm. 1055
Purchase, NY 10577 (LEC)

Friday, Mr. William C.
521 East Hooper Lane
Chapel Hill, NC 27514 (LEC)

Frideger, Sister Marcia
Holy Names College
3500 Mountain Blvd.
Oakland, CA 94619 (SURV)

Friedenberg, Mr. Walter
Foreign Affairs Correspondent
Scripps-Howard News Service
1110 Vermont Avenue, NW, #610
Washington, DC 20006 (OTHER)

Friedman, Mr. Richard E.
McMicken College of Arts & Science
University of Cincinnati
Cincinnati, OH 45221 (SURV)

Fulton III, Dr. Robert C.
Director of Honors
University of TN-Chattanooga
Chattanooga, TN 37403 (LEC)

Galloway, Mr. Steve
Pal and Peer Advisor
State Fair Community College
1900 Claredon Road
Sedalia, MO 65301 (SURV)

Gangel, Dr. Kenneth
Chair, Dept. of Christian Education
Dallas Theological Seminary
3909 Swiss Avenue
Dallas, TX 75204 (SURV)

Garbart, Dr. James W.
Dean of Academic Affairs
Alliance College
Cambridge Springs, PA 16403 (SURV)

Gardner, Mr. John W.
Leadership Studies Program
Independent Sector
1828 L Street, NW, Suite 1200
Washington, DC 20036 (LEC)

Gardner, Mr. Kent L.
University of Texas at Arlington
UTA Box L9348
Arlington, TX 76019 (SURV)

Geib, Ms. Lois W.
Associate Dean of Students
Hood College
Fredrick, MD 21701 (LEC)

Gennett, Dr. Nicholas
Amarillo College
P.O. Box 447
Amarillo, TX 79178 (SURV)

Georges, Mr. Robert E.
Assoc. Dean & Dir., Undergrad. Bus. Ad.
The Ohio State University
1775 College Road
Columbus, OH 43210 (LEC SURV)

Gerber, Ms. Barbara W.
Dean
State University of New York at Oswego
College of Arts & Science
Oswego, NY 13126 (LEC SURV BOOK)

Gilbert, Dr. Bennie Ruth
Psychology Department
Stephens College
Box 2066
Columbia, MO 65215 (SURV)

Gillo, Ms. Diane L.
Assistant Professor
University of Wisconsin
at Stevens Point
Stevens Point, WI 54481 (LEC SURV LEC-P)

Giroux, Mr. Terry
Director, Office of Student Activities
Nat. Assoc. of Secondary School Principals
1904 Association Drive
Reston, VA 22091 (LEC)

Glenn, Ethel C.
Communication Studies
102 Ferguson Bldg.
UNC-G
Greensboro, NC 27412 (SURV BOOK)

Godwin, Dr. Wayne E.
Asbury Theological Seminary
Wilmore, KY 40390 (SURV)

Goldbach, Mr. George
Instructor
Red Rocks Community College
12600 West 6th Avenue
Golden, CO 80401 (SURV)

Golden, Father Paul L.
DePaul University
243 Wabash Avenue
Room 817
Chicago, IL 60604 (LEC)

Goldman, Ms. Kathryn
Monterey Inst. of Int'l. Studies
425 Van Buren St.
Monterrey, CA 93940 (SURV)

Goldstein, Dr. Mel
Assoc. Prof., Dept. of Psychology
Illinois State University
Degarmo Hall
Normal, IL 61761 (LEC SURV)

Gould, Dean Jack
Graduate School of Business
University of Chicago
1101 E. 58th Street
Chicago, IL 60637 (LEC)

Grabowski, Mr. John
Director of Student Activities
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012 (SURV)

Grace, Mr. William J.
Director, Office for Student Leadership
Seattle University
Broadway & Madison
Seattle, WA 98122 (LEC)

Graham, Professor Jack
Concordia Lutheran College
Austin, Tx 78705 (SURV)

Grant, Mr. Michael J.
Executive Assistant to the President
University of Bridgeport
Waldemere Hall
Bridgeport, CT 06601 (LEC SURV)

Grant, Mr. Ron
Merritt College
12500 Campus Drive
Oakland, CA 94619 (SURV)

Green, Dr. Barbara
Dean of Students
Whittier College
Whittier, CA 90608 (SURV)

Green, Dr. Madeleine F.
Director, American Council on Education
Center for Creative Leadership Development
One Dupont Circle, Suite 800
Washington, DC 20036 (OTHER)

Greenstein, Dr. Fred I.
Professor
Department of Politics
Princeton University
Princeton, NJ 08544 (LEC)

Gregory, Mr. James D.
Associate Professor of Forestry
Dept. of Forestry, NC State University
Campus Box 8002
Raleigh, NC 27695-8002 (LEC)

Gregory, Lt. Col. Robert A.
Dept. of Behavioral Science & Leadership
HQ USAFA/DFBL
U. S. Air Force Academy
Colorado Springs, CO 80840 (LEC LEC-P)

Griggs, Dean Daniel
William Jewell College
Liberty, MO 64068 (SURV)

Grimes, Dr. Anna M.
Chairperson
Humanities Center for the Panhandle
Rt. 5, Box 726
Amarillo, TX 79118 (OTHER)

Grubbs, Dr. David
Chairman Political Science Dept.
Middle TN State University
P.O. Box 29
Murfreesboro, TN 37132 (SURV)

Guffy, Ms. Debbie
Texas Wesleyan College
P.O. Box 50010
Fort Worth, TX 76105 (SURV)

Guskin, Dr. Alan E.
Chancellor
University of Wisconsin - Parkside
Box 2000
Kenosha, WI 53141 (LEC)

Gutekunst, Mr. Beryl
Chestnut Hill College
Philadelphia, PA 19118 (SURV)

Haddad, Mr. Don
Instructor
Red Rocks Community College
12600 West 6th Avenue
Golden, CO 80401 (SURV)

Haddock, Dr. David
Chattanooga State Technical CC
4501 Amnicola Highway
Chattanooga, HA 37406 (SURV)

Haile, Ms. Sheila
Crowder College
Neosho, MO 64850 (SURV)

Haldorson, Ms. Linda
Director, President's Leadership Class
University of Colorado at Boulder
Campus Box 7
Boulder, CO 80309 (SURV BOOK)

Hale, Dr. Elizabeth
Vice President
Institute for Educational Leadership
1001 Connecticut Ave., NW, Suite 310
Washington, DC 20036 (OTHER)

Halisky, Mr. Nicholas L.
Victor Valley College
P.O. Drawer 00
Victorville, CA 92392 (SURV)

Hall, Ms. Marsha
Assist. Dir., Prof. Ldrshp. Prog.
Rensselaer Polytechnical Institute
209A Lally Management Center
Troy, NY 12180 (SURV BOOK)

Halperin, Dr. Samuel
Senior Fellow
Institute for Educational Leadership
3041 Normanstone Terrace, NW
Washington, DC 20038 (OTHER)

Hamel, Major Claude
Dept. Head, Military Ldrshp. & Mgmt.
College Militarie Royal de Saint Jean
Saint Jean, Quebec
Canada, JOJ 1RO (LEC)

Hammerschmidt, Dr. Peter K.
Associate Professor of Economics
Eckerd College
P.O. Box 12560
St. Petersburg, FL 33733 (LEC SURV BOOK)

Hanes, Ms. Carolyn R.
Associate Professor of Sociology
Sociology Department
Lebanon Valley College
Annville, PA 17003 (LEC)

Hanson, Col. Charles K.
Commandant of Cadets
New Mexico Military Institute
Roswell, NM 88201 (SURV)

Hargrove, Dr. Erwin C.
Prof., Inst. of Public Policy Studies
Vanderbilt University
1208 18th Avenue, South
Nashville, TN 37212 (LEC)

Harms, Col. Roger D.
Kemper Military School & College
Boonville, MO 65233 (SURV)

Harper, Ms. Marilyn
Associate Director of Student Life
University of Delaware
304 Student Center
Newark, DE 19716 (SURV)

Harper, Dr. Stephen C.
Professor, Cameron Sch. of Bus. Admn.
University of NC-Wilmington
601 S. College Road
Wilmington, NC 28403 (SURV)

Harrington, Ms. Kate
Bradford College
Bradford, MA 01830 (SURV)

Harris, Dr. John
Dept. of Psychology
David Lipscomb College
Nashville, TN 37203 (SURV)

Hart, Sister Frances
Chestnut Hill College
Philadelphia, PA 19118 (SURV)

Hartley, Mr. Alex
Director of Training
Coro Foundation
4219 Laclede
St. Louis, MO 63108 (LEC)

Hartzog, Sister Grace
Dean of Student Services
Seton Hill College
Greensburg, PA 15601 (SURV)

Harvey, Gayle
Cape Fear Technical Institute
Wilmington, NC 28401 (SURV)

Harwood, Ms. Patricia C.
Dean
Westhampton College
University of Richmond
Richmond, VA 23173 (LEC)

Hawkins, Dr. Gerald G.
Assoc. Vice Chancellor for Stud. Affairs
North Carolina State University
Box 7316
Raleigh, NC 27695 (LEC SURV BOOK)

Haywood, Dr. Bruce
President
Monmouth College
700 E. Broadway
Monmouth, IL 61462 (SURV)

Heifetz, Mr. Ronald L.
Lecturer
Harvard University
J. F. Kennedy School of Government
Cambridge, MA 02138 (LEC SURV LEC-P BOOK)

Heine, Dr. Peter
Assistant Professor
University of Tampa, Mgmt. & Mktg. Dept.
401 W. Kennedy Blvd.
Tampa, FL 33606 (OTHER)

Heiss, Dr. F. William
Chairman & Professor
VA Commonwealth Univ., Dept. of Pub. Admin.
816 W. Franklin Street
Richmond, VA 23284 (OTHER)

Hendricks, Mr. Howard G.
Professor & Chairman, Ctr. for Christian
Leadership, Dallas Theological Seminary
3909 Swiss Avenue
Dallas, TX 75228 (LEC)

Henry, Mrs. Carol
Winston-Salem State University
Division of Nursing
Winston-Salem, NC 27110 (SURV)

Herder, Dr. Dale M.
Lansing Community College
P.O. Box 40010
Lansing, MI 48901 (SURV)

Hersey, Dr. Paul
Visiting Professor
CA State University, Dept. of Mgmt. & Mktg.
6541 North Ricewood Street
Fresno, CA 93711 (BOOK)

Hershenson, Dr. David
Dept. Counseling & Personnel Services
University of Maryland
College Park, MD 20742 (SURV)

Hess, Dr. John
Loras College
Dubuque, IA 52004 (SURV)

Hettleman, Dr. Elayne
Executive Director
Leadership Baltimore County
100 West Pennsylvania Avenue
Baltimore, MD 21204 (OTHER)

Hewitt, Mr. Charles
ADM 151
University of South Florida
Tampa, FL 33620 (SURV)

Hickey, Ms. Mary Jane
The Henry Luce Foundation, Inc.
111 West 50th Street
New York, NY 10020 (LEC)

Hickey, Dr. Maurice
Coordinator HPER
Chesapeake College
P.O. Box 8
Mills, MD 21679 (SURV BOOK)

Hill, Ms. Cynthia
Dean for Student Pers. Services
Rock Valley College
3001 North Mulford Street
Rockford, IL 61111 (SURV)

Hill, Dr. William
Assistant Professor
Bryant College
Social Sciences
Smithfield, RI 02917 (LEC SURV)

Hirsch, Mr. Herbert
Professor & Chair, Dept. of Pol. Science
Virginia Commonwealth University
920 West Franklin Street
Richmond, VA 23284 (LEC)

Hodge, Ms. Lynn M.
Research Associate
Kennedy School of Gov't., Harvard Univers
83 Brattle Street, #54
Cambridge, MA 02138 (LEC LEC-P)

Hodges, Mr. James A.
Professor History Department
The College of Wooster
Wooster, OH 44691 (LEC SURV BOOK)

Hodson, T. R.
CDR
U. S. Navy
University of SC - NROTC
Columbia, SC 29208 (BOOK)

Hogan, Mr. M. Ben
SUNY- Purchase
Purchase, NY 10577 (SURV)

Hogan, Dr. Terrence J.
Director
Ohio University, Leadership Dev. Program
204 Baker Center
Athens, OH 45701 (SURV BOOK)

Hollander, Professor Edwin P.
Dept. of Psychology
SUNY Buffalo
4230 Ridge Lea Road
Buffalo, NY 14226 (LEC)

Hollenbeck, Mr. E.W.
Assistant to the President
Pittsburg State University
Pittsburg, KS 66762 (SURV)

Holm, Mr. Carl
Associate Dean of Students
Northern Michigan University
401 Cohodas Admin. Center
Marquette, MI 49855 (LEC SURV BOOK)

Holmes, Dr. Lorene
Chair, Div. of Business Administration
Jarvis Christian College
Drawer G
Hawkins, TX 75765 (SURV)

Hoobler, Mr. James A.
Iowa Lakes Community College
3200 College Drive
Emmetsburg, IA 50536 (SURV)

Hooker, Mr. Michael
Bennington College
Bennington, VT 05201 (SURV)

Hopkins, Dr. B. Wayne
Moody Bible Institute
820 N. LaSalle Drive
Chicago, IL 60610 (SURV)

Hoskstra, Dr. Dale
Dean, School of Business
University of Evansville
1800 Lincoln Avenue
Evansville, IN 47714 (SURV)

Huffman, Professor Richard
Graduate School of Management
Rutgers - the State University of NJ
92 New Street
Newark, NJ 07102 (LEC)

Hughey, Dean Andrew
School of Applied Arts & Sciences
San Jose State University
One Washington Square
San Jose, CA 95192 (SURV)

Hules, Dr. Virginia T.
Assistant Director
Tufts University, Government Resources
Packard Hall
Medford, MA 02155 (OTHER)

Hull, Mr. Jeffrey
LeTourneau College
Box 7001
Longview, TX 75607 (SURV)

Humphrey, Dr. Fred
Department of Physical Education
University of Maryland
College Park, MD 20742 (SURV)

Hunter, Ms. Arlene M.
Director of Student Affairs
St. Lawrence University
Romoda Drive
Canton, NY 13617 (LEC)

Hunter, Mr. John O.
President
College of Lake County
19351 West Washington Street
Grayslake, IL 60030 (LEC)

Hutchinson, Charles T.
NESE
71 South Turkey Hill Road
Westport, CT 06880 (LEC)

Huttenback, Robert A.
Chancellor
University of California, Santa Barbara
Office of the Chancellor
Santa Barbara, CA 93106 (SURV)

Ingley, Mr. Albert J.
John Carroll University
3158 Somerset Drive
Shaker Heights, OH 44122 (LEC)

Isaksen, Dr. Scott G.
Center for Studies in Creativity
State University College at Buffalo
1300 Elmwood Ave.
Buffalo, NY 14222 (LEC SURV BOOK)

Ivarie, Dr. Theodore W.
Dean, College of Business
Eastern Illinois University
111 Blair
Charleston, IL 61920 (LEC SURV)

Jacobs, Dr. Rick R.
Assistant Professor of Psychology
Pennsylvania State University
Department of Psychology
University Park, PA 16802 (LEC)

Jacobs, Jr., Dr. Proverb G.
Student Politics
Laney College
900 Fallon Street
Oakland, CA 94607 (SURV)

Jacokes, Dr. Lee E.
Associate Professor of Psychology
Aquinas College
1607 Robinson Road, S. E.
Grand Rapids, MI 49506 (LEC SURV)

James, Mr. Clyde I.
Coord. of Greek Affairs & Student Activ.
Morehead State University
U.P.O. Box 797
Morehead, KY 40351 (SURV)

James, Dr. Jim R.
Dean of Students
Carl Albert Junior College
P.O. Box 606
Poteau, OK 74953 (SURV)

Jaynes, Ms. Linda
Chairman., Nursing Program
Iowa Wesleyan College
Mt. Pleasant, IA 52641 (SURV)

Jeghelian, Dr. Alice
Director Professional Development
Boston College
Chesnut Hill, MA 02167 (LEC)

Jensen, Ms. Gwendolyn E.
Vice President - Academic Affairs
Western State College of Colorado
Gunnison, CO 81230 (LEC)

Jenssen, Dr. Darrell
Division of Education
South Dakota State University
Brookings, SD 57007 (SURV)

Jerus, Mr. Robert
Business & Leadership Dynamics
Northwestern College
St. Paul, MN 55113 (SURV)

Jeter, Mr. Kevin
EOPS Specialist
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109 (SURV)

Johnson, Mr. Dewey E.
California State University
Department of Management and Marketing
6541 North Ricewood Street
Fresno, CA 93711 (LEC SURV BOOK)

Jones, Ms. Alice
J. F. K. School of Government
Harvard University
79 JFK Street
Cambridge, MA 02138 (LEC)

Jones, Mr. Frank S.
Ford Professor of Urban Affairs
Massachusetts Institute of Technology
77 Massachusetts Ave., Bldg. 3, Rm. 401
Cambridge, MA 02139 (LEC)

Jones, Mr. Lester
Porterville College
900 South Main Street
Porterville, CA 93257 (SURV)

Jones, Dr. Norman L.
Assistant Dean of the College
Rollins College, Campus Box 2345
1000 Holt Avenue
Winter Park, FL 32789 (OTHER)

Jones, Dr. V. Landis
Dept. of Political Science
University of Louisville
Louisville, KY 40292 (SURV)

Joray, Dr. Paul A.
Chairman, Business and Economics
Indiana University at South Bend
P.O. Box 7111
South Bend, IN 46634 (SURV)

Jordan, Ms. Rosaline
Greenville Technical College
P.O. Box 5616
Station B
Greenville, SC 29606 (SURV)

Jorgensen, Dr. G.
Loras College
Dubuque, IA 52004 (SURV)

Kaplan, Mrs. Barbara
Dean of Students
Wilmington College
Wilmington, OH 45177 (SURV)

Karelis, Dr. Charles
Director
Fund for Improvement of Postsecondary Edu
7th and D Streets, SW
Washington, DC 20202 (OTHER)

Karris, Dr. Lambros O.
Professor of Psychology
Husson College
One College Circle
Bangor, ME 04401 (SURV)

Kauffman, Dr. James
University of South Carolina-Aiken
171 University Parkway
Aiken, SC 29801 (SURV)

Kauffman, Mr. Joseph F.
Professor - Dept. of Ed. Admin.
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706 (LEC)

Keaveny, Mr. Timothy J.
Professor & Department Chairman
Management Department
Marquette University
Milwaukee, WI 53233 (LEC)

Keegan, Mr. Tom
Tacoma Community College
5900 SO. 12th Street
Tacoma, WA 98465 (SURV)

Keeler, Dr. Teresa
Mount St. Mary's College
Doheny Campus
Ten Chester Place
Los Angeles, CA 90007 (SURV)

Keith, Dr. Alec D.
Professor, Bio Physics
Pennsylvania State University
618 Mueller Laboratory
University Park, PA 16802 (LEC)

Keith, Mr. James F.
Interim Dean of Students
Guilford College
5800 West Friendly Avenue
Greensboro, NC 27410 (LEC)

Keller, Ms. Dorothy J.
Dean of Students
Mills College
Oakland, CA 94613 (SURV)

Kellerman, Dr. Barbara
Fairleigh Dickinson University
Instit. for Leadership Studies
131 Temple Avenue
Hackensack, NJ 07601 (LEC SURV LEC-P)

Kennerly, Ms. Carole
Office of Continuing Education
Sangamon State University
Shepherd Road
Springfield, IL 62708 (SURV)

Kiel, Mr. David
Professor, Dept. of Political Science
UNC-Chapel Hill
Hamilton Hall
Chapel Hill, NC 27705 (LEC)

King, Dr. Arlene
Chair, Dept. Counseling & Guidance
Montclair State College
Upper Montclair, NJ 07043 (SURV)

Kirsch, Dr. Sondra L.
Associate Professor
North Carolina State University
Box 8004, Biltmore
Raleigh, NC 27609 (OTHER)

Kisker, Mr. Harry
Dean of Student Affairs
Washington University
Lindell & Skinker, Box 1136
St. Louis, MO 63130 (LEC)

Kitay, Mr. Julian I.
Assoc. Dean - Acad. Affairs
University of Texas Medical Branch
528 Administration Building
Galveston, TX 77550 (LEC)

Kleemann, Dr. Gary
Coordinator Assoc. Student
MU 208
Arizona State University
Tempe, AZ 85287 (SURV)

Knapp, BG John W.
Dean of the Faculty
Virginia Military Institute
Lexington, VA 24450 (SURV)

Koehler, Mr. Gerald W.
Dean, School of Extended Studies
University of South Florida
4202 Fowler Ave.
Tampa, FL 33620 (LEC)

Koldus III, Dr. John J.
Vice President for Student Services
Texas A & M University
College Station, TX 77843 (SURV BOOK)

Kolka, Dr. Jim
VP for Academic Affairs
Kennesaw College
P.O. Box 444
Marietta, GA 30061 (SURV)

Kornacki, Dr. John J.
Resources for the Future
1616 P. Street, NW
Washington, DC 20036 (OTHER)

Kotler, Ms. Janet O.
Instructor in English
University of Richmond
Richmond, VA 23173 (LEC)

Kowalski, Dr. Theodore
Dean Teachers College
Ball State University
Muncie, IN 47306 (SURV)

Kraemer, Mr. Charles P.
Associate Professor of Psychology
LaGrange College
LaGrange, GA 30240 (BOOK)

Kramer, Ms. Elizabeth
Dean of Students
Rockhurst College
5225 Troost Ave.
Kansas City, MO 64110 (SURV)

Krans, Dr. Jeff
Div. of Business & Public Affairs
Keuka College
Keuka Park, NY 14478 (SURV)

Ladd, Ms. Florence C.
Dean of Students
Wellesley College
Green Hall
Wellesley, MA 02181 (LEC)

Lahurd, Dr. Ryan A.
Vice President for Academic Affairs
Augsburg College
731 21st Avenue, South
Minneapolis, MN 55454 (OTHER)

Laines, Ms. Marian
University Housing
University of Wisconsin
717 W. Johnson St., Gordon Commons Office
Madison, WI 53706 (SURV)

Laird, Dr. Angela
Assistant Professor
University of Arkansas, Little Rock
33rd and University
Little Rock, AR 72204 (LEC)

Lampley, Dr. Paul C.
Academic Dean
Rust College
Holly Springs, MS 38635 (SURV)

Lamport, Dr. Mark
Gordon College
Wenham, MA 01984 (SURV)

Landrum, Mr. Fred
Lees College
Jackson, KY 41339 (SURV)

Lang, Mr. Daniel G.
Miller Center of Public Affairs
University of Virginia
PO Box 5707
Charlottesville, VA 22905 (LEC)

Lange, Dr. Suzanne
Associate Dean of Student Dev.
The School of the Ozarks
Point Lookout, MO 65726 (SURV)

Larmer, Professor Larry
Dept. of Communication Programs
University of Wisconsin
610 Langdon St., 227 Lowell Hall
Madison, WI 53703 (SURV)

Lasley, Dr. Kevin
Leadership in Recreation
Northwestern College
St. Paul, MN 55113 (SURV)

Lassiter, Ms. Kathy
Office of Student Affairs
Washington University
Box 1136
St. Louis, MO 63130 (LEC)

Leeper, Dr. Roy V.
Acting Dean
Northwest Missouri State University
College of General Studies, 118 Colden
Maryville, MO 64468 (OTHER)

Leftwich, Mr. William
Vice President, Student Affairs
University of Richmond
Richmond, VA 23173 (LEC)

Leland, Dr. Al
Dept. of Education
California Lutheran College
Thousand Oaks, CA 91360 (SURV)

Leland, Dr. Carole
Senior Research Associate
U. of CA Los Angeles, Higher Ed. Res. Inst.
7383 Adios Court
San Diego, CA 92119 (OTHER)

Lentini, Dr. Gerard F.
Chairman
Department of Educational Leadership
West Georgia College
Carrollton, GA 30118 (SURV)

Levenson, Jr., Mr. Russell
Birmingham-Southern College
Box A-2, 800 8th Avenue, West
Birmingham, AL 35254 (SURV BOOK)

Lewis, Mr. Ronald G.
Professor
Arizona State University
3715 S. Dorsey Lane
Tempe, AZ 85282 (LEC)

Liggett, Mr. Dan X.
University of Massachusetts
Middlesex House
Amherst, MA 01020 (LEC)

Lindholm, Ms. Jeanne
Assistant Professor
College of William and Mary
School of Business Administration
Williamsburg, VA 23185 (LEC)

Lindsey, Mr. Randall B.
California State University-Los Angeles
5151 State University Drive
Los Angeles, CA 90032 (SURV)

Little, Mr. Bill
Lake Land College
Mattoon, IL 61938 (SURV)

Livingston, Ms. Mary Morgan
Dept. of Educ. Admin. & Found
Western Washington University
School of Education (Human Svcs)
Bellingham, WA 98225 (SURV)

Lloyd, Mr. Joseph
Assistant Dean of Students
Gordon College
Wenham, MA 01984 (SURV)

Lodish, Ms. Judy
Director, Student Organ. Dev. Ctr.
University of Michigan
1310 Michigan Union
Ann Arbor, MI 48109 (SURV BOOK)

Lott, Ms. Marilyn
Director of Student Life
Arizona Western College
Box 929
Yuma, AZ 85364 (SURV)

Love, Sister Marie Genevieve
Mount Saint Mary College
Newburgh, NY 12550 (SURV)

Loveland, Dr. John
Department of Management
NM State University
Box 3DT
Las Cruces, NM 88003 (SURV)

Lovett, Dr. Thomas M.
Dean of Students
Southeast MO State University
Cape Girardeau, MO 63701 (SURV)

Lowance, Ms. Susan
Director
Smith College
Smith Management Program
Northhampton, MA 01063 (LEC)

Lowery, Mr. Cliff B.
Dean of Students
University of NC at Greensboro
Elliott Center
Greensboro, NC 27412-5001 (LEC)

Loy, Mr. Barry
Associate Dean of Students
Gordon College
Wenham, MA 01984 (SURV)

Lucas, Ms. Nancy J.
Assist. Director, Leadership Dev. Prog.
Ohio University
204 Baker Center
Athens, OH 45701-2988 (LEC)

Luce, Mr. Henry
President
The Henry Luce Foundation, Inc.
111 West 50th Street
New York, NY 10020 (LEC)

Luciano, Ms. Patricia
Atlantic Community College
Mays Landing, NJ 08330 (SURV)

Lukenbill, Dr. Jeffrey
Academic Dean
Miami-Dade Community Coll., North Campus
11380 N. W. 27th Avenue
Miami, FL 33167 (SURV)

Luna, Mr. Gene
Assistant Director
Division of Housing
University of Florida
Gainesville, FL 32611 (LEC)

Lustgraaf, Ms. Maryanne
University of North Dakota
University Station
Grand Forks, ND 58202 (LEC)

Lynch, Mr. Charles F.
Associate Vice Chancellor
University of North Carolina
Student Affairs
Charlotte, NC 28223 (LEC SURV BOOK)

Lyon, Dr. John
Whitney Young College
Kentucky State University
Frankfort, KY 40601 (SURV)

Lyons, Dr. James J.
Head, Division of Social Studies
Northeast Missouri State University
AH 214, Div. of Social Science
Kirksville, MO 63501 (OTHER)

Mabey, Dr. Cheryl
Mount Saint Mary's College
12001 Chalon Rd.
Los Angeles, CA 90049 (LEC SURV BOOK)

MacNiven, Captain Donald
1st Class Professor
Military Training Program
United States Air Force Academy
Academy, CO 80840 (LEC)

Macy, Jr., Mr. John W.
Chairman
Alliance for Leadership Development
1818 R Street, N.W.
Washington, DC 20009 (LEC LEC-P)

Magolda, Peter M.
Assistant Director
Residence Life, Miami University
111 Warfield Hall
Oxford, OH 45056 (LEC)

Maher, Mr. Don
Lakewood Community College
White Bear Lake, MN 55110 (SURV)

Mahoney, Ms. Gail
Prog. Coord., Center for Cont. Educ.
SUNY-Paltz
Grimm House
New Paltz, NY 12561 (SURV)

Mahoney, Dr. Joseph W.
Director of Liberal Arts
University of New England
11 Hills Beach Road
Biddeford, ME 04005 (OTHER)

Mains, Lt. CDR, Gordon W., Assoc. Profess
Dept. of Military Leadership & Mgmt.
Royal Military College of Canada
Kingston, Ontario
Canada, K71 2W3 (LEC)

Malcolm, Major Atholl
Royal Roads Military College
FMO Victoria
British Columbia
Canada, VOS 1BO (LEC)

Malkin, Dr. Stanley
College of Education
University of Guam
UOG Station
Mangilao, GU 96923 (SURV)

Malone, Dean Rhonda
Mary Washington College
Ann Carter Lee Hall, Room 205
Fredericksburg, VA 22401 (SURV)

Manley, Mr. T. Roger
Head, Management Department
Florida Institute of Technology
150 West University Boulevard
Melbourne, FL 32901 (LEC)

Mansfield, Dr. Don L.
Interim Chair, Political Science Dept.
Northern Arizona University
College of Soc. & Behav. Scis. Box 15036
Flagstaff, AZ 86011 (SURV)

Manz, Mr. Charles C.
University of MN-Minneapolis
Management & Economics Dept., Room 853
271 19th Ave. S.
Minneapolis, MN 55455 (SURV)

Manzo, Mr. Sal E.
Director, Exec. Dev., Jones Sch. Admin.
Rice University
P.O. Box 1892
Houston, TX 77251 (SURV)

March, Mr. James G.
Professor of Management
Stanford University
Graduate School of Business
Stanford, CA 94305 (LEC BOOK)

Martin, Dr. Grace
Head, Dept. of Psychology
Armstrong State College
11935 Abercorn Street
Savannah, GA 31419 (SURV)

Matthews, Mr. Thomas
College Activities
State University College
Geneseo, NY 14454 (SURV)

May, Dr. Barry R.
Dean of Student Development
Marion College
4201 S. Washington St.
Marion, IN 46953 (SURV)

McCabe, Mr. Les
Merced College
3600 M Street
Merced, CA 95348 (SURV)

McCain, Mr. Don
Dean of Students
Rancho Santiago College
17th at Bristol
Santa Ana, CA 92706 (SURV)

McCalmont, Dean Althea L.
Point Park College
201 Wood Street
Pittsburgh, PA 15222 (SURV)

McCan, Dr. Susanna
Director, Resource Planning Office
Maharishi International University
Route 1
Fairfield, IA 52556 (OTHER)

McCarty, Dr. Doran
Director of D Min. Studies
Golden Gate Baptist Theology Seminary
Strawberry Point
Mill Valley, CA 94941 (SURV)

McClintock, Dr. David H.
Associate Dean of Students
Student Services Bldg. 2.116
University of Texas at Austin
Austin, TX 78712 (LEC)

McConnon, Mr. Dan
Business Assistant Center
Big Bend Community College
Chanute & 28
Moses Lake, WA 98837 (SURV)

McCown, Dr. Wayne
Dean
Western Evangelical Seminary
4200 S.E. Jennings Avenue
Portland, OR 97222 (LEC)

McDermott, Dr. Louis M.
Vice President for Student Affairs
CAL Maritime Academy
P.O. BOX 1392
Vallejo, CA 94590 (SURV)

McDonald, Dr. Judith L.
Dean of Humanities & Fine Arts
Bemidji State University
Bemidji, MN 56601 (OTHER)

McDonnell, Dr. Alice
Marywood College
2300 Adams Ave.
Scranton, PA 18509 (SURV)

McEwen, Dr. Jack H.
Professor, Dept. of Psychology
Chattanooga St. Tech.Community College
4501 Amnicola Highway
Chattanooga, TN 37406 (LEC)

McGinnis, Mr. Thomas M.
Dean, Office of Academic Advising
St. Louis University
221 North Grand Boulevard
St. Louis, MO 63103 (LEC)

McIntire, Dr. David
Vice Chancellor for Student Affairs
Appalachian State University
Administration Bldg.
Boone, NC 28608 (SURV BOOK)

McIsaac, Ms. Penny
Broward Community College
1000 Coconut Creek Blvd.
Pompano Beach, FL 33066 (SURV)

Meadows, Dr. Dennis
Dartmouth College
307 Wentworth
Hanover, NH 03755 (SURV LEC-P)

Medinger, Dr. Fred
College of Notre Dame MD
4701 North Charles Street
Baltimore, MD 21210 (SURV)

Mendes, Major Harold C.
Lecturer, Military Leadership & Mgmt.
College Militaire Royal de Saint Jean
Saint Jean, Quebec
Canada, J0J 1R0 (LEC)

Mendoza, Ms. Charlotte
Chairperson
The Colorado College
Education Department
Colorado Springs, CO 80903 (LEC)

Merino, Dr. Donald
Department of Management
Stevens Institute of Technology
Castle Point
Hoboken, NJ 07030 (SURV)

Mescon, Dr. Michael H.
Dean - College of Bus. Admin.
Georgia State University
University Plaza
Atlanta, GA 30303-3083 (LEC)

Messner, Ms. Carol Ann
Saddleback College-North
5500 Irvine Center Drive
Irvine, CA 92720 (SURV)

Metos, Dr. Thomas
Chair, Educational Administration
ED 107
Arizona State University
Tempe, AZ 85287 (SURV)

Michael, John A.
Evaluation Specialist
Ext. Serv., So. Bldg., U.S. Dept. of Agri
14th & Independence, S.W., #3321
Washington, DC 20250 (LEC)

Miller, Ms. Mary Harper
Professor
Dept. of Nursing and Health Care Mgmt.
1006 11th Street
Denver, CO 80204 (SURV BOOK)

Miller, Dr. Reuben G.
Dana Professor & Chairman
Sweet Briar College, Dept. of English
P.O. Box AA
Sweet Briar, VA 24595 (OTHER)

Miller, Mr. Robert J.
Director Management Development Center
Missouri Southern State College
Joplin, MO 64801 (SURV)

Miller, Mr. Thomas E.
Dean of Students
Canisius College
2001 Main Street
Buffalo, NY 14208 (SURV BOOK)

Miller, SJ, Rev. William T.
Assistant Professor
Regis College, Dept. of Religious Studies
3539 W. 50th Avenue
Denver, CO 80221 (OTHER)

Mills, Ms. Betty
Dean of Instructional Services
Rancho Santiago College
17th at Bristol
Santa Ana, CA 92706 (SURV)

Minton, Mrs. Wilma
Vice President for Student Affairs
Pittsburg State University
1701 S. Broadway
Pittsburg, KS 66762 (SURV)

Moore, Mr. Norman F.
Vice Chanc.,Stud. Personnel & Aux. Svcs.
University of Missouri-Columbia
211 Jesse Hall
Columbia, MO 65211 (LEC SURV)

Moore, Dr. Richard L.
Assistant Vice Chancellor
Academic Affairs
University of North Carolina
Greensboro, NC 27412 (LEC)

Morris, Mr. Michael M.
Dean, Undergraduate Colleges
University of New England
11 Hills Beach Road
Biddeford, ME 04005 (LEC)

Morris, Dr. Wilda W.
Northern Baptist Theological Seminary
660 E. Butterfield Rd.
Lombard, IL 60148 (SURV)

Mosbord, Dr. John
Chairman, Dept. of Education
Seattle University
Seattle, WA 98115 (SURV)

Moskowitz, Dr. Joseph H.
Dean of Academic Affairs
Lab. Inst. of Merchandising
12 E. 53rd St.
New York, NY 10022 (SURV)

Mozenter, Mr. Andy
Assist. Dir., Student Org. & Prog. Dev.
Pennsylvania State University
218 Hetzel Union Building
University Park, PA 16802 (LEC)

Mueller Norton, Dr. Sherry
Institute of International Education
1400 K Street, NW, #650
Washington, DC 20005 (OTHER)

Mullendore, Dr. Richard
Dean of Students
University of NC-Wilmington
601 S. College Road
Wilmington, NC 28403 (SURV)

Munns, Dr. Laurence K.
Prof. & Chairman, Politics & Public Pol.
Goucher College
Delaney Valley Road
Towson, MD 21204 (LEC)

Musgrave, Mr. Gary
Vice President
Buena Vista College
Storm Lake, IW 50588 (LEC)

Nabers, Miss Marsha
Toccoa Falls College
Toccoa Falls, GA 30598 (SURV)

Nabors, Dr. James J.
Dean of Student Development
LaGrange College
601 Broad Street
LaGrange, GA 30240-2999 (LEC)

Nadeau, Mr. Robert
Office of Student Activities
Merrimack College
N. Andover, MA 01845 (SURV)

Nair, Dr. Shankir
Dean, University College
Southern Illinois Univ.-Edwardsville
University College
Edwardsville, IL 62026 (OTHER)

Nault, Mr. Richard
Honors Office
Miami University
Oxford, OH 45056 (LEC)

Neeley, Dr. William E.
Dept. Politics & Public Admin.
CA State University at Stanislaus
801 W. Monte Vista Avenue
Turlock, CA 95380 (SURV)

Nehring, Dr. Virginia
Department of Nursing
Wilkes College
Wilkes-Barre, PA 18766 (SURV)

Nelson, Mr. Paul A.
School of Business & Eng. Ad.
Michigan Technical University
Houghton, MI 49931 (SURV)

Neuschel, Professor Robert P.
J.L. Kellogg School of Management
Northwestern University
Room G-160
Evanston, IL 60201 (LEC SURV BOOK)

Newhouse, Dr. Benjamin
Dean, School of Business
Tuskegee University
Chambliss Business House
Tuskegee, AL 36088 (SURV)

Nicholas, Mr. Richard
Vice President for Student Development
Incarnate Word College
4301 Broadway
San Antonio, Tx 78209 (SURV)

Nickel, Ms. Donna
Valencia Community College
PO Box 3028
Orlando, FL 32802 (LEC)

Nickell, Mr. R.H.
Dept. of Educ. Admin. & Found.
Western Washington University
Administrator, BFR, MH 357
Bellingham, WA 98225 (SURV)

Njoku, Dr. Benedict C.
VP for Administration
Rust College
Holly Springs, MS 38635 (SURV)

Norris, Mr. Richard
Parkland College
2400 West Bradley
Champaign, IL 61821 (SURV)

Nunes, Mr. Dennis
Office Academic Affairs
St. Cloud State University
St. Cloud, MN 56301 (LEC)

O'Brien, Sister Kathleen A.
Alverno College
Dept. of Business & Management
3401 S. 39th St.
Milwaukee, WI 53215 (LEC SURV)

O'Connell, Dr. Thomas
Metropolitan State University
121 Metro Sq. Bldg., 7th & Robert
St. Paul, MN 55101 (SURV)

O'Neil, Dr. Edward H.
Assistant Dean
School of Dentistry
University of North Carolina
Chapel Hill, NC 27515 (LEC)

Oard, Dr. Ronald J.
Professor of History & Poly. Sci.
Mount Saint Mary's College
12001 Chalon Road
Los Angeles, CA 90049 (OTHER)

Okoiti, Ms. Deanna
Asst. to the Dean Min. Affairs
Connecticut College
New London, CT 06320 (SURV)

Oldenburg, III, Major William H.
Chief, Professional Military Training
U. S. Air Form Academy
HG USAFA/CWITT
USAF Academy, CO 80840 (LEC)

Olds, Ms. Mona
Dean of Students
Clark University
950 Main Street
Worcester, MA 01610 (SURV)

Oliva, Dr. Peter
Georgia Southern College
Landrum, Box 8143
Statesboro, GA 30460 (SURV)

Olson, Mr. Marlin
Grace Bible College
1011 Aldon S.W.
Grandville, MI 49509 (SURV)

Orlando, Ms. Debbie
Notre Dame College of Ohio
Cleveland, OH 44121 (SURV)

Osinske, Ms. Marilou
Student Organization Development
University of Cincinnati
Cincinnati, OH 45221 (SURV)

Ott, John G.
Associate Director, Leadership Program
Duke University
P.O. Box 4875
Durham, NC 27706 (LEC)

Pace, Mr. Frank
Chairman
National Executive Service Corps.
622 Third Avenue, 32nd Floor
New York, NY 10017 (LEC LEC-P)

Pacheco, Dr. Sandra
St. Edward S University
3001 S. Congress Ave.
Austin, TX 78704 (SURV)

Padua, Mr. Joseph
Counseling
City College of San Francisco
E-205, 50 Phelan Avenue
San Francisco, CA 94112 (SURV)

Paelet, Dr. David
Dean, Graduate School
College of New Rochelle
Chidwick - Castle Place
New Rochelle, NY 10801 (OTHER)

Pafford, Ms. Jane
Assistant Dean for Student Activities
Smith College
College Hall 23
Northampton, MA 01063 (LEC SURV)

Palin, Mr. Philip J.
Director, Ronald W. Reagan Scholarships
Eureka College
300 College Avenue
Eureka, IL 61530 (LEC)

Palmer, Mr. Russell E.
Dean, The Wharton School
University of Pennsylvania
Suite 1000,Steinberg-Dietrich CC
Philadelphia, PA 19104 (LEC)

Papageorge, Dr. Andrew J.
School of Business Administration
CA State University at Stanislaus
801 W. Monte Vista Avenue
Turlock, CA 95380 (SURV)

Paris, Dr. Grace Lamacchia
Director, Leadership Development Program
Pace University
Choate House, Bedford Road
Pleasantville, NY 10570 (LEC BOOK)

Park, Mr. Bob
Assist. Dir. for Student Services
Henderson Community College
Henderson, KY 42420 (SURV)

Parker, Mr. George W.
Southern University in New Orleans
6400 Press Drive
New Orleans, LA 70126 (SURV)

Parker, Mr. Ronald H.
Assistant Professor
Economics and Management
Hood College
Frederick, MD 21701 (LEC)

Parks, Barton
Assoc. Prof. & Chair, Admin. of Justice
Guilford College
5800 West Friendly Avenue
Greensboro, NC 27410 (LEC)

Patrick, Ms. Sue Povse
Assistant Professor Nursing Program
Sangamon State University
Shepherd Road
Springfield, IL 62708 (SURV)

Patton, Dr.
Jamestown Community College
525 Falconer Street
Jamestown, NY 14701 (SURV)

Pavelich, Dr. Michael
Epics Program
Colorado School of Mines
Golden, CO 80401 (SURV)

Payne, Dr. Bruce L.
Director, The Leadership Program
Institute of Policy Sciences & Pub. Affairs
Duke University, 4875 Duke Station
Durham, NC 27706 (LEC SURV LEC-P BOOK)

Pedersen, Jr., Norman A.
Headmaster
Brunswick School
100 Maner Avenue
Greenwich, CT 06830 (LEC)

Penn, Mr. J. Roger
Associate Dean of Students
Oregon State University
Office of Student Services
Corvallis, OR 97331 (SURV)

Peterson, President Arthur L.
Lebanon Valley College
Annville, PA 17003 (SURV BOOK)

Peterson, Mr. Elmer
Dean Summer Session
& Coordinator
Colorado College
Colorado Springs, CO 80903 (SURV BOOK)

Peterson, Dr. Frederick E.
Chairperson, Secondary Education
U. of No. Dakota/Ctr. for Teaching & Lrning.
Box 8158, University Station
Grand Forks, ND 58202 (OTHER)

Petrak, Mr. Gerry
Assistant Director Student Development
Wright State University
Dayton, OH 45435 (SURV)

Philipose, Dr. Thomas
Professor of Humanities
Colorado School of Mines
McBride Honors Programs
Golden, CO 80401 (OTHER)

Phillips, Ms. Kim
Assist. Dean of Student Dev.
Houghton College
Houghton, NY 14744 (SURV)

Phillips, Mrs. Mary Jane
Coordinator of Student Orientation
Georgia College
Campus Box 61
Milledgeville, GA 31061 (SURV)

Phillips, Ms. Sara
Director
University of Tennessee Extension
711 E Andy Holt Tower
Knoxville, TN 37996 (OTHER)

Phillips, Dr. Yvonne
Vice-Chancellor for Academic Affairs
Western Carolina University
Cullowhee, NC 28723 (SURV)

Pillard, Mr. Henry
Dean of Students
Joliet Junior College
1216 Houbolt Avenue
Joliet, IL 60436 (SURV)

Piper, Dr. J. Richard
Professor of Political Science
University of Tampa
401 W. Kennedy Blvd.
Tampa, FL 33606 (OTHER)

Pitts, Dr. Vera
Chair, Dept. School Admin. & Super.
CAL State University at Hayward
107 Art & Education Bldg.
Hayward, CA 94542 (SURV)

Pogue, Dr. Danny Hughes
Assistant Dean
School of Business & Economics
North Carolina A&T State University
Greensboro, NC 27411 (LEC)

Poskocil, Mr. Arthur R.
Assoc. Professor
Department of Sociology
Hollins College
Hollins College, VA 24020 (LEC)

Prather, Mr. William L.
Vice President, Business Affairs
Amarillo College
PO Box 447
Amarillo, TX 79178 (LEC)

Pratt, Mr. Bill
Leadership Development Program
Ferris State College
School of Education
Big Rapids, MI 49307 (SURV)

Preissler, Mr. Scott
Student Activities Coordinator
Indiana University East
2325 Chester Boulevard
Richmond, IN 47374 (SURV)

Prendergast, Dr. Patricia J.
Dean of Undergraduate Studies
North Adams State College
North Adams, MA 02147 (SURV)

Preston, Mr. James C.
Professor, Rural Sociology
Cornell University
434 Warren Hall
Ithaca, NY 14853 (LEC)

Preston, Dr. Joanne
Department of Psychology
University of Richmond
Richmond, VA 23173 (LEC)

Price, Dean Mel
Adult & Continuing Ed.
Williamsburg Technical College
601 Lane Rd.
Kingstree, SC 29556 (SURV)

Prince, Col. Howard T.
Dept. of Behavioral Science & Ldrshp.
United States Military Academy
West Point, NY 10996 (LEC)

Prince, Jr., Dr. Gregory S.
Associate Provost
Dartmouth College
Hanover, NH 03755 (LEC SURV LEC-P)

Prusinowski, Mr. William
Director of Student Ldrshp. Dev. Progs.
Syracuse University
231 Schine Student Center, Room 231K
Syracuse, NY 13244-2070 (LEC SURV)

Pufahl, Dr. John P.
Coordinator, Developmental Studies
Union County College
Professor of English
Cranford, NJ 07016 (OTHER)

Pulliam, Dr. Patricia
Dean of Instructional Services
Grand Rapids Junior College
143 Bostwick NE
Grand Rapids, MI 49503 (SURV)

Puotinen, Dr. Art
Secretary
Lutheran Educ. Conference of N. America
122 C Street, N.W., Suite 300
Washington, DC 20001 (OTHER)

Quinones, Professor Sara
Director, Secretary Science
University of Puerto Rico
Ponce Tech University College, Box 7186
Ponce, PR 00732 (SURV)

Rahn, Mr. David
Huntington College
Huntington, IN 46750 (SURV)

Rainsberger, Dr. Paul
Indiana University at Kokomo
Kokomo, IN 46902 (SURV)

Ramsey, Dr. Mary Lou
Chair
Counselling & Personal Services
Trenton State College
Trenton, NJ 08625 (SURV BOOK)

Rankin, Dr. Dick
Vice President Student Life
St. Norbert College
3313 Pioneer Drive
Green Bay, WI 54303 (SURV)

Rawhouser, Mr. Lee D.
Northeast Community College
P.O. Box 469
Norfolk, NE 68701 (SURV)

Ray, Mr. Dan
Maryville College
13550 Conway Rd.
St. Louis, MO 63141 (SURV)

Reagan, Dr. Philip W.
Mentor Coordinator
SUNY/Empire State Coll., Bristol-Myers Prog.
1927 Teall Avenue
Syracuse, NY 13206 (OTHER)

Reap, Sister Mary
Marywood College
2300 Adams Ave.
Scranton, PA 18509 (SURV)

Reed, Mr. Howard A.
History Department
University of Connecticut
103 Wood Hall
Storrs, CT 06880 (LEC)

Reeves, Mr. James
Dean of Students
Marymount Palos Verdes College
Rancho Palos Verdes, CA 90274 (SURV)

Rengelsman, Mr. Al
Dean of Continuing Education
Northeastern Junior College
Sterling, CO 80751 (SURV)

Renneisen, Dr. Charles M.
Vice Chancellor for Student Affairs
University of TN-Chattanooga
651 Vine Street, Room 216
Chattanooga, TN 37403 (LEC SURV)

Renner, Sister Emmanuel
Professor of History
College of Saint Benedict
St. Joseph, MN 56374 (LEC)

Resch, Major Gerald D.
Head Military Ldrshp. & Applied Psych.
Royal Roads Military College
Victoria
British Columbia, V05 1B0 (LEC)

Rex, Dr. Andrew
Director, Eng. Leadership Program
University of Puget Sound
1500 North Warner
Tacoma, WA 98416 (SURV)

Rhodes, Dr. Steven C.
Western Michigan University
Communication Arts & Sciences
Kalamazoo, MI 49008 (SURV BOOK)

Ribble, Dr. Ronald G.
Director of Research
Coping Resources Incorporated
2706 Lynnwood Drive
Columbia, MO 65203 (OTHER)

Rice, Dr. David
Penn State--Wilkes-Barre Campus
P.O. Box PSU
Lebanon, PA 18627 (SURV)

Rice, Ms. Kathleen
Director of Leadership Programs
University of VT-Student Activities Office
Wright Dining Hall
Burlington, VT 05405 (SURV)

Richards, Mr. Paul K.
Director of Student Activities
Bunker Hill Community College
New Rutherford Avenue
Boston, MA 02129 (SURV)

Richardson, Dr. Minnie-Rose J.
Associate Dean of Students
University of Hartford
West Hartford, CT 06117 (LEC SURV BOOK)

Rieck, Mr. Robert
Director, WI Rural Ldrshp. Dev. Prog.
University of Wisconsin Extension
422 North Lake St., 609 Extension Bldg.
Madison, WI 53706 (SURV)

Ritter, Ms. Debora A.
Coordinator, Carolina Leadership Program
University of SC, Dept. of Student Dev.
Columbia, SC 29208 (SURV BOOK)

Rivera, Dr. Carmen
Division of Education Development
University of Puerto Rico
Medical Science Campus, GPO Box 5067
San Juan, PR 00936 (SURV)

Roberts, Dr. Dennis C.
Assoc. Dean of Student Life
Southern Methodist College
SMU Box 452
Dallas, TX 75275 (SURV BOOK)

Robertson, Mr. Don
Assist. Dean of Student Affairs
Marshall University
Huntington, WV 25701 (SURV)

Robinson, Dr. Lillie
Head, Dept. of Vocational Education
Tuskegee University
Vocational Building
Tuskegee, AL 36088 (SURV BOOK)

Rock, Mr. William A.
Professor of Business & Society
Susquehanna University
Selinsgrove, PA 17870 (LEC)

Rogers, Mr. Manely E.
Scholarship Consultant
Three Church Street
Belfast, ME 04915 (LEC)

Rohrer, Mr. John
Associate Professor, Agricultural Educ.
The Ohio State University
2120 Fyffe Road
Columbus, OH 43210 (LEC)

Rolfes, Mr. Marc
Dean of Instruction
Southern Ohio College
1055 Laidlaw Ave.
Cincinnati, OH 45237 (SURV)

Romano, Dr. John
Executive Officer
Pennsylvania State University/York
1031 Edgecomb Avenue
York, PA 17403 (OTHER)

Roper, Ms. Jo
Piedmont Technical College
P.O. Drawer 1467
Greenwood, SC 29648 (SURV)

Rosenbach, Dr. William E.
Professor & Chairman, Dept. of Mgmt.
Gettysburg College
Box 395
Gettysburg, PA 17325 (LEC SURV)

Ross, Dr. Billy
Director, Educational Leadership Program
University of Delaware
103E Willard Hall, Educ. Dev. Dept.
Newark, DE 19716 (SURV)

Rost, Dr. Joseph
Associate Professor
University of San Diego
School of Education
San Diego, CA 92110 (OTHER)

Ruane, Dr. Joseph W.
Dept. Social Sciences
Philadelphia College of Pharmacy & Sciences
Philadelphia, PA 19104 (SURV)

Ruch, Dr. Charles P.
Interim Provost
Virginia Commonwealth University
901 W. Franklin St., Box 2627
Richmond, VA 23284 (SURV)

Ryan, Dr. Sally
Regis College
3539 W. 50th Avenue
Denver, CO 80221 (OTHER)

Sadler, Mr. Emory
Chairman, Dept. of Psychology
North Carolina A&T University
Gibbs Hall
Greensboro, NC 27411 (LEC)

Salem, Ms. Greta
Assoc. Professor, Social Science
Alverno College
1225 Oak Avenue
Evanston, IL 60202 (SURV BOOK)

Sanders, Ms. Carol
Lake Land College
Mattoon, IL 61938 (SURV)

Sanderson, Mr. Donald
Director of Student Activities
Oregon State University
MU East
Corvallis, OR 97331 (SURV)

Sanford, Mr. Terry
2020 West Main Street
Durham, NC 27706 (LEC)

Sayes, Mr. J. O.
Olivet Nazarine College
Box 137
Kanakakee, IL 60901 (SURV BOOK)

Sayles, Dr. Leonard
Graduate School of Business Adminis.
Columbia University, Uris Hall
New York, NY 10027 (LEC LEC-P)

Sayles, Ms. Virginia M.
Director, Office Prog. & Cont. Educ.
University of Michigan-Dearborn
4901 Evergreen Road
Dearborn, MI 48128 (SURV)

Scheuerle, Mr. William H.
SVC 251
University of South Florida
Tampa, FL 33620 (SURV)

Schexnider, Dr. Alvin
Assist. Vice Chancellor
Academic Affairs
University of North Carolina
Greensboro, NC 27410 (LEC SURV LEC-P)

Schlenker, Ms. Kimberly M.
Administrative Assistant
Council for Liberal Learning
1818 R Street, NW
Washington, DC 20009 (OTHER)

Schmelzer, Dr. Susan D.
Director Office of Prof. Development
University of Missouri at Kansas City
Sch. Bus. & Pub. Admn., 5100 Rockhill Road
Kansas City, MO 64110 (SURV)

Schneider, Mr. Robert M.
Vice President
Xerox Corporation
P.O. Box 1600
Stamford, CT 06904 (LEC)

Schreck, Mr. Alan
Theology Department
University of Steubenville
Steubenville, OH 43952 (SURV)

Schubart, Dr. Richard D.
Director of Humanities
Philip Exeter Academy
Exeter, NH 03833 (OTHER)

Schuyler, Dr. Marcella
Executive Director
Greater Baltimore Committee
Two Hopkins Plaza, Suite 900
Baltimore, MD 21201 (OTHER)

Schwab, Dr. Kenneth
Guilford College
5800 W. Friendly Ave.
Greensboro, NC 27410 (LEC)

Shandley, Mr. Thomas C.
University of Minnesota
5221 36th Avenue S.
Minneapolis, MN 55417 (LEC SURV LEC-P BOOK)

Shapiro, Mr. George L.
University of Minnesota
183 Mt. Curve Boulevard
St. Paul, MN 55105 (LEC SURV BOOK)

Shaw, Fr. Gerard
Campus Ministry Center
Merrimack College
N. Andover, MA 01845 (SURV)

Sheehan, Professor William
Chair Dept. of Business & Econ.
Central Methodist College
Fayette, MO 65248 (SURV BOOK)

Shively, Mr. Robert W.
Dean, Babcock Graduate School of Mgmt.
Wake Forest University
Reynolda Station, P.O. Box 7659
Winston-Salem, NC 27109 (LEC)

Siarny, Mr. Vaughn
Assist. Director Student Activities
Northeastern Illinois University
5500 N. St. Louis Avenue
Chicago, IL 60625 (SURV)

Sievert, Dr. Guy
Dean of Students
University of Portland
5000 N. Walamette
Portland, OR 97203 (SURV)

Silverman, Mr. Larry
Department of History
University of Colorado
Boulder, CO 80309 (LEC SURV)

Slechta, Dr. Don
Dept. of Public Administration
Fort Hays State University
600 Park
Hays, KS 67601 (SURV BOOK)

Smallwood, Mr. Frank
Director, Rockefeller Ctr. for Soc. Sci.
Dartmouth College
104 Rockefeller Center
Hanover, NH 03755 (LEC LEC-P)

Smallwood, Dr. James E.
Professor
NC State Univ., School of Vet. Medicine
4700 Hillsborough Street
Raleigh, NC 27606 (OTHER)

Smith, Ms. Catherine
Academic Dean
Smith College
College Hall
Northhampton, MA 01063 (LEC)

Smith, Mr. Joe
Student Activities Director
Longview Community College
500 Longview Road
Lee's Summit, MO 64063 (SURV)

Smith, Mr. Keith L.
Associate Professor
Ohio State University
2120 Fyfee Road
Columbus, OH 43210 (LEC BOOK)

Smith, Dr. Robert B.
Vice President for Academic Affairs
Weber State College
Ogden, UT 84408 (SURV)

Smith-Lorenson, Ms. Marilee
Wenatchee Valley College
1300 5th Street
Wenatchee, WA 98801 (SURV BOOK)

Sorensen, Mr. Jeff
University of Texas at Arlington
UTA Box 19348
Arlington, TX 76019 (SURV)

Spain, Mr. S. Brian
College of St. Benedict
St. Joseph, MN 56374 (SURV)

Spiegel, Ms. Nancy H.
1232 Mount Hope Avenue
Apartment 14
Rochester, NY 14620 (LEC LEC-P)

Spitzberg, Mr. Irving J.
Exec. Dir., Assoctn. of American Coll.
Council for Liberal Learning
1818 R Street, NW
Washington, DC 20009 (LEC)

Splete, Dr. Allen P.
Interim President
Council of Independent Colleges
One Dupont Circle, Suite 320
Washington, DC 20036 (OTHER)

Stamm, Dr. Richard
American Technical University
P.O. Box 1416
Killeen, TX 76540 (SURV)

Steckler, Dr. Melvin J.
Assoc. Prof., Babcock School of Mgmt.
Wake Forest University
P.O. Box 7659, Reynolda Station
Winston-Salem, NC 27109 (LEC SURV)

Stencel, Dr. Carol F.
Dean, Business & Prof. Inst.
Oakland Community College
2480 Opdyke Rd., P.O. Box 812
Bloomfield Hills, MI 48013 (SURV)

Stevenson, Mr. Jack L.
Clemson University
532 Clemson House
Clemson, SC 29632 (SURV BOOK)

Stewart, Dr. G. Alec
Director, Univ. Honors Program
University of Pittsburgh
3500 Cathedral
Pittsburgh, PA 15260 (OTHER)

Stoel, Dr. Carol
Assistant Vice Chancellor
Univ. of MD/Univ. College, Career Dev. Prog.
University Blvd. at Adelphi Road
College Park, MD 20742 (OTHER)

Stratil, Dr. Michael
Department of Psychology
Pembroke State University
Pembroke, NC 28372 (SURV)

Strauss, Mr. Mitchell D.
Assistant Dean
Institute of Textile Technology
P.O. Box 391
Charlottesville, VA 22902 (SURV)

Strom, Dr. Sue Ann
Director of Student Act. & Placement
Stephens College
Box 2074
Columbia, MO 65215 (SURV)

Strong, Dr. Ralph
Pittsburgh Theological Seminary
616 N. Highland Ave.
Pittsburgh, PA 15206 (SURV)

Strozak, Dr. Victor S.
Chemistry Department
New York City Technical College
300 Jay Street
Brooklyn, NY 11201 (LEC)

Sullivan, Ms. Ruth Barber
Dean of Students
Wells College
Aurora, NY 13026 (SURV)

Summers, Dr. Chris
Dean, Division of Education
Troy State University at Montgomery
Building 625
Maxwell AFB, AL 36112 (SURV)

Summers, Ms. Cynthia
DePaul University
Stuart Center
2324 North Seminary
Chicago, IL 60614 (SURV)

Sundeen, Mr. Richard
University of Southern California
Tyler DCI Building 112
3601 S. Flower Street
Los Angeles, CA 90007 (SURV)

Sutton, Ms. Margaret A.
Director, Symposia Division
The Washington Center
514 10th Street, NW, Suite 600
Washington, DC 20004 (LEC)

Swenson, Mr. David
College of St. Scholastica
1200 Kenwood Ave.
Duluth, MN 55811 (SURV)

Szczerbacki, Dr. David
Assist. Prof., College of Bus. & Admin.
Alfred University
P.O. Box 515
Alfred, NY 14802 (LEC SURV BOOK)

Talley, Dr. John
Southeastern Bible College
2901 Pawnee Ave.
Birmingham, AL 35256 (SURV)

Taylor, Mr. Robert L.
Dean
School of Business
University of Louisville
Louisville, KY 40292 (LEC)

Taylor, Ms. Shirley
Pecos Valley Christian College
1203 W. Hobbs
Roswell, NM 88201 (SURV)

TenEyck, Marianne V.
Director of Student Activities
Goucher College
Dulaney Valley Road
Towson, MD 21204 (LEC)

Terborg, Mr. James
College of Business
University of Oregon
219 Gilbert Hall
Eugene, OR 97403 (SURV BOOK)

Terry, Mr. Robert W.
Director, Reflective Leadership Program
Humphrey Inst. of Pub. Aff./Univer. of MN
301 19th Avenue South
Minneapolis, MN 55455 (SURV BOOK)

Terry, Dean William H.
Dean of Students
Davidson College
Davidson, NC 28036 (LEC SURV)

Thacker, W. Lawrence
Director of Curriculum
Squadron Officer School
SOS/EDC Building 1403
Maxwell AFB, AL 36112-5582 (LEC)

Thayer, Professor Lee
Humanities Division
University of Wisconsin-Parkside
Box No. 2000
Kenosha, WI 53141 (SURV)

Theobald, Mrs. Barbara
Division of Nursing
Keuka College
Keuka Park, NY 14478 (SURV)

Thomas, Mr. William John
Leadership Development Program
University of Maryland
University Blvd. at Adelphi
College Park, MD 20742 (LEC)

Thomason, Dr. Pamela
Georgia Southern College
Landrum, Box 8073
Statesboro, GA 30460 (SURV)

Thompson, Mr. Kenneth
Director, Miller Ctr. for Pub. Affairs
University of Virginia
PO Box 5707
Charlottesville, VA 22905 (LEC SURV)

Thompson, Ms. Mary
Sex Equity Coordinator
WI Board of Voc. Tech. & Adult Education
310 Price Place, P.O. Box 7874
Madison, WI 53707 (SURV)

Thompson, Dr. Warren
Director
Lebanon Valley College
Ldrshp. Studies Prog., Dept. of Phil. & R
Annville, PA 17003 (OTHER)

Thornton, Dr. Alvin
Associate Professor of Political Science
Howard University
2400 6th Street, NW
Washington, DC 26059 (LEC)

Thoroughman, Mr. Thomas V.
Associate Professor, Dept. of History
Wofford College
301 Springwood Drive
Spartanburg, SC 29302 (LEC SURV)

Thull, Ms. Janine
College of St. Benedict
St. Joseph, MN 56374 (SURV)

Thurman, Ms. Lanette
Dir., Higher Ed., Human Dev. & Learning
Murray State University
Department of Professional Studies
Murray, KY 42071 (LEC)

Thygeson, Mr. William
Thomas Jefferson University
219 Jefferson Alumni Hall
Philadelphia, PA 19107 (SURV)

Tigges, Ms. Pamela
University of Hartford
West Hartford, CT 06117 (SURV)

Tilbor, Ms. Karen
Associate Dean of Students
Amherst College
Box 68
Amhurst, MA 01002 (SURV)

Timko, O. S. B., Father Philip
Director of Scholars Program
Illinois Benedictine College
5700 College Road
Lisle, IL 60532 (SURV)

Tobin, Ms. Christi
Assoc. Director Campus Programs
Albion College
Campus Programs, Baldwin Hall
Albion, MI 49224 (SURV)

Todd, Ms. Sybil
Associate Dean
University of Virginia
Dean of Students, Peabody Hall
Charlottesville, VA 22903 (SURV)

Tomboulian, Dr. Alice
Trustee
Central Michigan University
798 W. Gunn Road
Rochester, MI 48064 (OTHER)

Tomboulian, Dr. Paul
Professor & Chair
Dept. of Chemistry
Oakland University
Rochester, MI 48063 (OTHER)

Toth, Dr. Powell E.
Professor
WVA College of Graduate Studies
737 Sullivan Hall
Institute, WV 25112 (LEC SURV BOOK)

Trebon, Dr. Thomas
Dean, College of Arts & Sciences
Rockhurst College
5225 Troost Ave.
Kansas City, MO 64110 (SURV)

Trevino, Consuelo
Student Dev. Specialist
Campus Activities Office, UNB 4304
University of Texas-Austin
Austin, TX 78712 (SURV)

Tsui, Ms. Anne
Duke University
Fuqua School of Business
Durham, NC 27706 (LEC)

Tucker, Dr. Keith
Incarnate Word College
4301 Broadway
San Antonio, TX 78209 (SURV BOOK)

Tucker, Mr. Kenneth H.
Instructor in Business
Livingston University
Station #21
Livingston, AL 35470 (SURV)

Turley, Dr. James D.
Rhode Island College
Providence, RI 02908 (SURV)

Turner, Dr. Moses
Vice President Student Affairs
153 Student Services Bldg.
Michigan State University
East Lansing, MI 48824 (SURV BOOK)

Turner, Dr. William
Chairman, Dept. of Social Science
Winston-Salem State University
Dept. of Social Science
Winston-Salem, NC 27110 (SURV)

Ulmer, Jr., Gen. Walter F.
President
Center for Creative Leadership
5000 Laurinda Drive
Greensboro, NC 27402 (OTHER)

Umstat, Mr. Denis
University of Puget Sound
Business Leadership Program
1500 North Warner Street
Puget Sound, WA 98416 (SURV BOOK)

Valiga, Dr. Theresa M.
Assoc. Professor
Villanova Univ., College of Nursing
17 Kenneth Court
Summit, NJ 07901 (OTHER)

Vandersall, Mr. Dale
Dean of Students
Albright College
P.O. Box 516
Reading, PA 19603 (SURV)

Vanderveer, Dr. Nancy
College of St. Benedict
St. Joseph, MN 56374 (SURV)

Vezner, Dr. Karl O.
Chairman, Dept. of Political Sci.
The University of Toledo
2801 W. Bancroft
Toledo, OH 43606 (SURV)

Vinson, Ms. Judy A.
Dean of Students
Pan American University
Edinburg, TX 78539 (SURV)

Voege, Ms. Linda
University of Tampa
401 W. Kennedy Blvd.
Tampa, FL 33606 (SURV)

Vulgamore, Dr. Melvin L.
President
Albion College
Albion, MI 49224 (OTHER)

Waldock, Dr. Donna Rae
Leadership Development Associate
University of Minnesota
472 W. Union
St. Peter, MN 56082 (OTHER)

Waller, Mr. Phillip
Blackhawk Technical Institute
6004 Prairie Rd.
Jamesville, WS 53547 (SURV)

Walling, Dr. H. Griffin
Director, Center for Lifelong Learning
State University of New York
Hawkins Hall 106
Plattsburgh, NY 12901 (LEC SURV)

Warren, Dr. Chalres O.
Provost & Vice President
SUNY-College at Cortland
Academic Affairs, Graham Avenue
Cortland, NY 13045 (OTHER)

Warren, Ms. Lynda W.
Department of Psychology
California State College
San Berdardino, CA 92407 (LEC)

Warwick, Dr. Ron
National College of Education
2840 Sheridan Road
Evanston, IL 60201 (SURV BOOK)

Waterman, Professor Carolyn
Bethany Nazarene College
6729 N.W. 39th Expwy.
Bethany, OK 73008 (SURV)

Watson, Dr. Carol D.
Assist. Professor, Grad. School of Mgmt.
Rutgers University
92 New Street
Newark, NJ 07102 (LEC)

Wattendorf, Mag. William J.
Major, U.S. Army
Center for Army Leadership
CGSC-CAL
Fort Leavenworth, KS 66027 (OTHER)

Weaver, Mr. George E.
Winebrenner Theological Seminary
701 E. Melrose Ave. P.O. Box 478
Findlay, OH 45839 (SURV)

Weber, Dr. A. Vincent
Dean
College of Liberal Arts Letters & Science
University of Wisconsin - La Crosse
La Crosse, WI 54601 (SURV)

Weems, Dr. John
Field Consultant
Nat. Assoc. of Secondary School Principal
1904 Association Drive
Reston, VA 22091 (LEC)

Weiss, Dr. Harry
Director, The Leadership Academy
Ohio Univ., Zanesville Branch
1425 Newark
Zanesville, OH 43701 (OTHER)

Wells, Mr. Glenn
Assist. Vice President, Graduate Studies
University of Cincinnati
627 University of Cincinnati
Cincinnati, OH 45221 (LEC)

Wendt, Mr. Jon
Lakewood Community College
White Bear Lake, MN 55110 (SURV)

Wernig, Dr. Stephanie
Vice President for Student Life
Regis College
3539 W. 50th Avenue
Denver, CO 80221 (OTHER)

Weyer, Ms. Regina
Harcum Junior College
Bryn Mawr, PA 19010 (SURV)

Wharton, Dean Keith
College of Agriculture
University of MN
1420 Eckles Avenue
St. Paul, MN 55108 (SURV BOOK)

Wheeler, Dr. E. M.
William Carey College
Hattiesburg, MS 39401 (SURV)

Wheeler, Ms. Elaine
Director Activities Planning Center
University of CA at Santa Barbara
Activities Planning Center
Santa Barbara, CA 93106 (SURV)

Wheeler, Dr. Ladd
College of Arts & Science, Psych. Dept.
University of Rochester
River Station
Rochester, NY 14627 (LEC)

Whicker, Ms. Marcia L.
Professor
Virginia Commonwealth University
816 W. Franklin Street
Richmond, VA 23284 (LEC)

Whitaker, Professor Gordon P.
Department of Political Science
University of North Carolina
Hamilton Hall, UNC
Chapel Hill, NC 27514 (LEC SURV)

White, Mr. Donald B.
Professor, Dept. of Horticulture Science
University of Minnesota
456 Alderman Hall
St. Paul, MN 55108 (LEC SURV)

White, Ms. Julie Belle
Director, MA in Org. Leadership
College of St. Catherine
P.O. 4208, 2004 Randolph Ave.
St. Paul, MN 55105 (BOOK)

White, Dr. Ralph
Chairman Youth Ed. Dept.
Middle TN State University
P.O. Box 91
Murfreesboro, TN 37132 (SURV)

White, Mr. Randall P.
Center for Creative Leadership
P.O. Box P-1
Greensboro, NC 27402 (LEC-P)

Whitney, Ph.D., Dr. Constance C.
Consultant
Business & Professional Women-CA
10601 Wilshire Blvd.
Los Angeles, CA 90024 (LEC SURV)

Wholihan, Mr. John T.
Dean CBA
Loyola Marymount University
Loyola Blvd. at W. 80th Street
Los Angeles, CA 90045 (LEC)

Wileman, Mr. Andrew J.
Exec. Assist. to President & Director
Ctr. for Christian Ldrshp.,Dallas Theol.Sem.
3909 Swiss Avenue
Dallas, TX 75228 (LEC)

Wilkinson, Sister Denise
Vice President Student Affairs
St. Mary-of-the-Woods College
St. Mary-of-the-Wood, IN 47876 (SURV)

Williams, Ms. Clara
Chairman, Nursing Dept.
Wayne Community College
Caller Box 8002
Goldsboro, NC 27533 (SURV)

Williams, Dr. David B.
Assistant Director
Long Island Univ.-Brooklyn
University Honors Prog., University Plaza
Brooklyn, NY 11201 (OTHER)

Williams, Dr. J. Clifton
Hankamer School of Business
Baylor University
Waco, TX 76798 (SURV BOOK)

Williams, Dr. Robert
Associate Dean College Bus. Admin.
Northern Arizona University
College of Business Admin., Box 15066
Flagstaff, AZ 86011 (SURV)

Wilson, Mr. David
Director, Program in Business
Loretto Heights College
3001 South Federal Boulevard
Denver, CO 80236 (SURV)

Wilson, Col. William L.
Director
Center for Leadership & Personal Dev.
United States Military Academy, Bldg 720
West Point, NY 10996 (LEC)

Winner, Ms. Linda
Director, Special Academic Programs
University of NC at Asheville
One University Heights
Asheville, NC 28804 (LEC)

Wolf, Director, Ms. Cynthia H.
NC Fellows Program & Ldrshp. Dev.
University of NC at Chapel Hill
01 Steele Building, 050A
Chapel Hill, NC 27514 (LEC BOOK)

Wood, Dr. Don
Central Wesleyan College
Central, SC 29630 (SURV)

Wood, Lt. Col. Frank R.
Associate Professor
USAF Academy
USAFA/DFBL, USAF Academy
Colorado Springs, CO 80840 (OTHER)

Woodhouse, Mr. James H.
Dept. Head, Indust. & Bus. Relations
Wilson County Technical Institute
P.O. Box 4305
Wilson, NC 27893 (SURV)

Woody, Ms. Grace K.
Instructor/Coordinator
Lees-McRae College
Banner Elk, NC 28604 (SURV)

Wright, Mr. Dennis W.
Arkansas College
Batesville, AR 72501 (SURV)

Wylie, Dr. Virginia L.
Head, Dept. Ed. Admn. & Supervisor
Valdosta State College
School of Education
Valdosta, GA 31698 (SURV)

Yamada, Dr. William Y.
Dean of Instruction
Honolulu Community College
874 Dillingham Blvd.
Honolulu, HI 96817 (SURV)

Yates, Mr. Douglas
Reagan Professor of Policy Studies
Dartmouth College
201 Rockefeller Center
Hanover, NH 03755 (LEC LEC-P)

Youmans, R.N, M.N, Ms. Marian
Assist. Professor, School of Nursing
Fort Hays State University
600 Park Street
Hays, KS 67601 (SURV)

Young, Ms. Carol
Director Community Programs
University of Maine at Augusta
University Heights
Augusta, ME 04330 (SURV)

Young, Professor Richard
Chair, Dept. of Adult & Youth Educ.
Washington State University
Hulbert Hall
Pullman, WA 99164 (SURV BOOK)

Young, Mr. Ronald R.
Dean
Humbolt State University
College of Creative Arts & Humanities
Arcata, CA 95521 (LEC)

Zaleznik, Mr. Abraham
Graduate School of Business Admin.
Harvard University
Cambridge, MA 02138 (LEC)

Zanzig, Ms. Ann
Dean of Students
Edgewood College
855 Woodrow Street
Madison, WI 53711 (SURV)

Zimmerman, Dean Price
Vice President
Academic Affairs & Faculty Dean
Davidson College
Davidson, NC 28036 (LEC)

Zoffer, Mr. Jerry
Dean
University of Pittsburgh
Graduate School of Business
Pittsburgh, PA 15260 (LEC)

STATE INDEX

** ALABAMA **

Baker, Dr. Amanda (Troy)
Berte, Dr. Neal R. (Birmingham)
Brown, Mr. Richard (Montgomery)
Cowles, Dean Milly (Birmingham)
Croucher, Captain Drew E. (Maxwell AFB)
Dees, Dr. Constance Y. (Normal)
Levenson, Jr., Mr. Russell (Birmingham)
Newhouse, Dr. Benjamin (Tuskegee)
Robinson, Dr. Lillie (Tuskegee)
Summers, Dr. Chris (Maxwell AFB)
Talley, Dr. John (Birmingham)
Thacker, V. Lawrence (Maxwell AFB)
Tucker, Mr. Kenneth H. (Livingston)

** ARIZONA **

Bulpitt, Dr. Mildred (Phoenix)
Cantu, Ms. Virginia (Phoenix)
Farmer, Mr. Arthur (Flagstaff)
Kleemann, Dr. Gary (Tempe)
Lewis, Mr. Ronald G. (Tempe)
Lott, Ms. Marilyn (Yuma)
Mansfield, Dr. Don L. (Flagstaff)
Metos, Dr. Thomas (Tempe)
Williams, Dr. Robert (Flagstaff)

** ARKANSAS **

Laird, Dr. Angela (Little Rock)
Wright, Mr. Dennis W. (Batesville)

** CALIFORNIA **

Astin, Dr. Helen (Los Angeles)
Bellone, Dr. Carl (Hayward)
Best, Dr. Harold L. (Fresno)
Bolling, Dr. Dan (Mill Valley)
Conner, Dr. Ross F. (Irvine)
Farrell, Dr. David (Rohnert Park)
Fewers, Mr. Michael (Irvine)
Franks, Mr. Bob (Davis)
Frideger, Sister Marcia (Oakland)
Goldman, Ms. Kathryn (Monterrey)
Grant, Mr. Ron (Oakland)
Green, Dr. Barbara (Whittier)
Halisky, Mr. Nicholas L. (Victorville)
Hersey, Dr. Paul (Fresno)
Hughey, Dean Andrew (San Jose)
Huttenback, Robert A. (Santa Barbara)
Jacobs, Jr., Dr. Proverb G. (Oakland)
Jeter, Mr. Kevin (Santa Barbara)
Johnson, Mr. Dewey E. (Fresno)
Jones, Mr. Lester (Porterville)
Keeler, Dr. Teresa (Los Angeles)
Keller, Ms. Dorothy J. (Oakland)
Leland, Dr. Al (Thousand Oaks)
Leland, Dr. Carole (San Diego)
Lindsey, Mr. Randall B. (Los Angeles)
Mabey, Dr. Cheryl (Los Angeles)
March, Mr. James G. (Stanford)
McCabe, Mr. Les (Merced)
McCain, Mr. Don (Santa Ana)
McCarty, Dr. Doran (Mill Valley)
McDermott, Dr. Louis M. (Vallejo)
Messner, Ms. Carol Ann (Irvine)
Mills, Ms. Betty (Santa Ana)
Neeley, Dr. William E. (Turlock)
Oard, Dr. Ronald J. (Los Angeles)
Padua, Mr. Joseph (San Francisco)
Papageorge, Dr. Andrew J. (Turlock)
Pitts, Dr. Vera (Hayward)
Reeves, Mr. James (Rancho Palos Verdes)
Rost, Dr. Joseph (San Diego)
Sundeen, Mr. Richard (Los Angeles)
Warren, Ms. Lynda W. (San Berdardino)
Wheeler, Ms. Elaine (Santa Barbara)
Whitney, Dr. Constance (Los Angeles)
Wholihan, Mr. John T. (Los Angeles)
Young, Mr. Ronald R. (Arcata)

** COLORADO **

Chrislip, Mr. David (Denver)
Clover, Lt. Col. Bill (Colorado Springs)

STATE INDEX

Cronin, Dr. Thomas E. (Colorado Springs)
Dutton, Dr. Bernard (Gunnison)
Goldbach, Mr. George (Golden)
Gregory, Lt. Col. Robert A. (Colorado Springs)
Haddad, Mr. Don (Golden)
Haldorson, Ms. Linda (Boulder)
Jensen, Ms. Gwendolyn E. (Gunnison)
MacNiven, Captain Donald (Academy)
Mendoza, Ms. Charlotte (Colorado Springs)
Miller, Ms. Mary Harper (Denver)
Miller, SJ, Rev. William T. (Denver)
Oldenburg, III, Major William H. (USAF Academy)
Pavelich, Dr. Michael (Golden)
Peterson, Mr. Elmer (Colorado Springs)
Philipose, Dr. Thomas (Golden)
Rengelsman, Mr. Al (Sterling)
Ryan, Dr. Sally (Denver)
Silverman, Mr. Larry (Boulder)
Wernig, Dr. Stephanie (Denver)
Wilson, Mr. David (Denver)
Wood, Lt. Col. Frank R. (Colorado Springs)

** CONNECTICUT **

Benamati, Ms. Jackie (Bridgeport)
Grant, Mr. Michael J. (Bridgeport)
Hutchinson, Charles T. (Westport)
Okoiti, Ms. Deanna (New London)
Pedersen, Jr., Norman A. (Greenwich)
Reed, Mr. Howard A. (Storrs)
Richardson, Dr. Minnie-Rose J. (West Hartford)
Schneider, Mr. Robert M. (Stamford)
Tigges, Ms. Pamela (West Hartford)

** DELAWARE **

Harper, Ms. Marilyn (Newark)
Ross, Dr. Billy (Newark)

** DISTRICT OF COLUMBIA **

Bohlen, Dr. Jeanne L. (Washington)
Brach, Dean Philip L. (Washington)
Calinger, Dr. Ronald (Washington)
Finn, Dr. Chester (Washington)
Friedenberg, Mr. Walter (Washington)
Gardner, Mr. John W. (Washington)
Green, Dr. Madeleine F. (Washington)
Hale, Dr. Elizabeth (Washington)
Halperin, Dr. Samuel (Washington)
Karelis, Dr. Charles (Washington)
Kornacki, Dr. John J. (Washington)
Macy, Jr., Mr. John W. (Washington)
Michael, John A. (Washington)
Mueller Norton, Dr. Sherry (Washington)
Puotinen, Dr. Art (Washington)
Schlenker, Ms. Kimberly M. (Washington)
Spitzberg, Mr. Irving J. (Washington)
Splete, Dr. Allen P. (Washington)
Sutton, Ms. Margaret A. (Washington)
Thornton, Dr. Alvin (Washington)

** FLORIDA **

Appunn, Mr. George (St. Petersburg)
Bohnsack-Lee, Ms. Frances M. (Miami)
Bradenberg, Mr. Richard (St. Petersburg)
Brown, Mr. John Lott (Tampa)
Chambers, Mr. Anthony (Gainesville)
Cherry, Mr. Richard L. (DeLand)
Deegan, Dr. James E. (St. Petersburg)
Einbecker, Dr. Richard C. (Pensacola)
Hammerschmidt, Dr. Peter (St. Petersburg)
Heine, Dr. Peter (Tampa)
Hewitt, Mr. Charles (Tampa)
Jones, Dr. Norman L. (Winter Park)
Koehler, Mr. Gerald V. (Tampa)
Lukenbill, Dr. Jeffrey (Miami)
Luna, Mr. Gene (Gainesville)
Manley, Mr. T. Roger (Melbourne)
McIsaac, Ms. Penny (Pompano Beach)
Nickel, Ms. Donna (Orlando)
Piper, Dr. J. Richard (Tampa)
Scheuerle, Mr. William H. (Tampa)
Voege, Ms. Linda (Tampa)

STATE INDEX

** GEORGIA **

Benson, Dr. Paul A. (Milledgeville)
Bruce, Dr. David (Atlanta)
Buccino, Dean Al (Athens)
Earwood-Smith, Dr. Glenda (Macon)
Kolka, Dr. Jim (Marietta)
Kraemer, Mr. Charles P. (LaGrange)
Lentini, Dr. Gerard F. (Carrollton)
Martin, Dr. Grace (Savannah)
Mescon, Dr. Michael H. (Atlanta)
Nabers, Miss Marsha (Toccoa Falls)
Nabors, Dr. James J. (LaGrange)
Oliva, Dr. Peter (Statesboro)
Phillips, Mrs. Mary Jane (Milledgeville)
Thomason, Dr. Pamela (Statesboro)
Wylie, Dr. Virginia L. (Valdosta)

** GUAM **

Malkin, Dr. Stanley (Mangilao)

** HAWAII **

Bess, Dr. David (Honolulu)
Brewer, Mr. Leroy (Honolulu)
Yamada, Dr. William Y. (Honolulu)

** IDAHO **

DeRosier, Dr. Linda Scott (Caldwell)

** ILLINOIS **

Anderson, Professor David (Wheaton)
Ayers, Dr. Michael (Springfield)
Baglio, Dr. Joe (Evanston)
Booth, Mrs. Carolyn (Elsah)
Bryant, Ms. Anne L. (Chicago)
Carlson, Ms. Malinda (Springfield)
Foerster, Dr. James (Chicago)
Golden, Father Paul L. (Chicago)
Goldstein, Dr. Mel (Normal)
Gould, Dean Jack (Chicago)
Haywood, Dr. Bruce (Monmouth)
Hill, Ms. Cynthia (Rockford)
Hopkins, Dr. B. Wayne (Chicago)
Hunter, Mr. John O. (Grayslake)
Ivarie, Dr. Theodore W. (Charleston)
Kennerly, Ms. Carole (Springfield)
Little, Mr. Bill (Mattoon)
Morris, Dr. Wilda W. (Lombard)
Nair, Dr. Shankir (Edwardsville)
Neuschel, Professor Robert P. (Evanston)
Norris, Mr. Richard (Champaign)
Palin, Mr. Philip J. (Eureka)
Patrick, Ms. Sue Povse (Springfield)
Pillard, Mr. Henry (Joliet)
Salem, Ms. Greta (Evanston)
Sanders, Ms. Carol (Mattoon)
Sayes, Mr. J. O. (Kanakakee)
Siarny, Mr. Vaughn (Chicago)
Summers, Ms. Cynthia (Chicago)
Timko, O. S. B., Father Philip (Lisle)
Warwick, Dr. Ron (Evanston)

** INDIANA **

Bottoms, Mr. Robert G. (Greencastle)
Dodge, Mr. Randall E. (Upland)
Elliott, Mr. Charles S. (West Lafayette)
Hoskstra, Dr. Dale (Evansville)
Joray, Dr. Paul A. (South Bend)
Kowalski, Dr. Theodore (Muncie)
May, Dr. Barry R. (Marion)
Preissler, Mr. Scott (Richmond)
Rahn, Mr. David (Huntington)
Rainsberger, Dr. Paul (Kokomo)
Wilkinson, Sister Denise (St. Mary-of-the-Wood)

** IOWA **

Agnese, Jr., Dr. Louis J. (Sioux City)
Briles, Ms. Doris (Clinton)

STATE INDEX

Hess, Dr. John (Dubuque)
Hoobler, Mr. James A. (Emmetsburg)
Jaynes, Ms. Linda (Mt. Pleasant)
Jorgensen, Dr. G. (Dubuque)
McCan, Dr. Susanna (Fairfield)

** KANSAS **

Blake, President Bruce P. (Winfield)
Clinton, Mr. David (Manhattan)
Hollenbeck, Mr. E.W. (Pittsburg)
Minton, Mrs. Wilma (Pittsburg)
Slechta, Dr. Don (Hays)
Wattendorf, Mag. William J. (Fort Leavenworth)
Youmans, R.N, M.N, Ms. Marian (Hays)

** KENTUCKY **

Broadus, Professor Loren (Lexington)
Crosby, Dr. Barbara (Versailles)
Flatt, Ms. Carolyn (Morehead)
Godwin, Dr. Wayne E. (Wilmore)
James, Mr. Clyde I. (Morehead)
Jones, Dr. W. Landis (Louisville)
Landrum, Mr. Fred (Jackson)
Lyon, Dr. John (Frankfort)
Park, Mr. Bob (Henderson)
Taylor, Mr. Robert L. (Louisville)
Thurman, Ms. Lanette (Murray)

** LOUISIANA **

Bogue, Dr. Grady (Shreveport)
Bosarge, Dr. Fred (Natchitoches)
Parker, Mr. George W. (New Orleans)

** MAINE **

Eisenhardt, Dr. William (Castine)
Karris, Dr. Lambros O. (Bangor)
Mahoney, Dr. Joseph W. (Biddeford)
Morris, Mr. Michael M. (Biddeford)
Rogers, Mr. Manely E. (Belfast)
Young, Ms. Carol (Augusta)

** MARYLAND **

Adams, Mr. Bruce (Bethesda)
Alexander, Ms. Marianne (Towson)
Ames, Jr., Dr. Russell (College Park)
Burton, Ms. Joan (Towson)
Chambers, Dr. Glen A. (Catonsville)
Curran, Commander Donald J. (Annapolis)
Donohue, Mrs. Edith (Baltimore)
Geib, Ms. Lois W. (Fredrick)
Grabowski, Mr. John (Arnold)
Hershenson, Dr. David (College Park)
Hettleman, Dr. Elayne (Baltimore)
Hickey, Dr. Maurice (Mills)
Humphrey, Dr. Fred (College Park)
Medinger, Dr. Fred (Baltimore)
Munns, Dr. Laurence K. (Towson)
Parker, Mr. Ronald H. (Frederick)
Schuyler, Dr. Marcella (Baltimore)
Stoel, Dr. Carol (College Park)
TenEyck, Marianne V. (Towson)
Thomas, Mr. William John (College Park)

** MASSACHUSETTS **

Anderson, Mr. Duane R. (Boston)
Barnes, Dr. Louis B. (Boston)
Bower, Mr. Joe (Cambridge)
Breeding, Ms. Mary (Springfield)
Carroll, Professor John (Cambridge)
Chisholm, Ms. Patricia E. (Boston)
Cohen, Professor Allan (Babson Park)
Conrad, Dean Marsha (East Longmeadow)
Cowan, Ms. Sylvia R. (Wellesley)
Fanelli, Mr. Russell (Springfield)
Ferris, Mr. William P. (Springfield)
Fillinger, Professor Robert E. (South Hamilton)
Harrington, Ms. Kate (Bradford)
Heifetz, Mr. Ronald L. (Cambridge)

Hodge, Ms. Lynn M. (Cambridge)
Hules, Dr. Virginia T. (Medford)
Jeghelian, Dr. Alice (Chesnut Hill)
Jones, Ms. Alice (Cambridge)
Jones, Mr. Frank S. (Cambridge)
Ladd, Ms. Florence C. (Wellesley)
Lamport, Dr. Mark (Wenham)
Liggett, Mr. Dan X. (Amherst)
Lloyd, Mr. Joseph (Wenham)
Lovance, Ms. Susan (Northhampton)
Loy, Mr. Barry (Wenham)
Nadeau, Mr. Robert (N. Andover)
Olds, Ms. Mona (Worcester)
Pafford, Ms. Jane (Northampton)
Prendergast, Dr. Patricia J. (North Adams)
Richards, Mr. Paul K. (Boston)
Shaw, Fr. Gerard (N. Andover)
Smith, Ms. Catherine (Northhampton)
Tilbor, Ms. Karen (Amhurst)
Zaleznik, Mr. Abraham (Cambridge)

** MICHIGAN **

Benjamin, Ms. Libby (Ann Arbor)
Blamer, Dr. William (Flint)
Cooper, Dr. Kenneth (Detroit)
Davis, Dr. Burnet (Alma)
Everts, Ms. Sandra (Milwaukee)
Herder, Dr. Dale M. (Lansing)
Holm, Mr. Carl (Marquette)
Jacokes, Dr. Lee E. (Grand Rapids)
Lodish, Ms. Judy (Ann Arbor)
Nelson, Mr. Paul A. (Houghton)
Olson, Mr. Marlin (Grandville)
Pratt, Mr. Bill (Big Rapids)
Pulliam, Dr. Patricia (Grand Rapids)
Rhodes, Dr. Steven C. (Kalamazoo)
Sayles, Ms. Virginia M. (Dearborn)
Stencel, Dr. Carol F. (Bloomfield Hills)
Tobin, Ms. Christi (Albion)
Tomboulian, Dr. Alice (Rochester)
Tomboulian, Dr. Paul (Rochester)
Turner, Dr. Moses (East Lansing)
Vulgamore, Dr. Melvin L. (Albion)

** MINNESOTA **

Ackerman, Dean Mary (St. Paul)
Allen, Ms. Kathy (Moorhead)
Baker, Dr. Charles (Owatonna)
Brandhorst, Dr. Curt (St. Paul)
Cleveland, Dr. Harlan (Minneapolis)
Duffett, Mr. Robert G. (St. Paul)
Fraser, Dr. Arvonne S. (Minneapolis)
Jerus, Mr. Robert (St. Paul)
Lahurd, Dr. Ryan A. (Minneapolis)
Lasley, Dr. Kevin (St. Paul)
Maher, Mr. Don (White Bear Lake)
Manz, Mr. Charles C. (Minneapolis)
McDonald, Dr. Judith L. (Bemidji)
Nunes, Mr. Dennis (St. Cloud)
O'Connell, Dr. Thomas (St. Paul)
Renner, Sister Emmanuel (St. Joseph)
Shandley, Mr. Thomas C. (Minneapolis)
Shapiro, Mr. George L. (St. Paul)
Spain, Mr. S. Brian (St. Joseph)
Swenson, Mr. David (Duluth)
Terry, Mr. Robert W. (Minneapolis)
Thull, Ms. Janine (St. Joseph)
Vanderveer, Dr. Nancy (St. Joseph)
Waldock, Dr. Donna Rae (St. Peter)
Wendt, Mr. Jon (White Bear Lake)
Wharton, Dean Keith (St. Paul)
White, Mr. Donald B. (St. Paul)
White, Ms. Julie Belle (St. Paul)

** MISSISSIPPI **

Burdeshaw, Dr. Dorothy (Columbus)
Drye, Mr. David (Gulfport)
Lampley, Dr. Paul C. (Holly Springs)
Njoku, Dr. Benedict C. (Holly Springs)
Wheeler, Dr. E. M. (Hattiesburg)

** MISSOURI **

Blakemore, Mr. Phil (Sedalia)
Briggs, Ms. Margaret A. (Maryville)
Caliguri, Dr. Joseph (Kansas City)

STATE INDEX

Doman, Dr. Earle F. (Springfield)
Galloway, Mr. Steve (Sedalia)
Gilbert, Dr. Bennie Ruth (Columbia)
Griggs, Dean Daniel (Liberty)
Haile, Ms. Sheila (Neosho)
Harms, Col. Roger D. (Boonville)
Hartley, Mr. Alex (St. Louis)
Kisker, Mr. Harry (St. Louis)
Kramer, Ms. Elizabeth (Kansas City)
Lange, Dr. Suzanne (Point Lookout)
Lassiter, Ms. Kathy (St. Louis)
Leeper, Dr. Roy V. (Maryville)
Lovett, Dr. Thomas M. (Cape Girardeau)
Lyons, Dr. James J. (Kirksville)
McGinnis, Mr. Thomas M. (St. Louis)
Miller, Mr. Robert J. (Joplin)
Moore, Mr. Norman F. (Columbia)
Ray, Mr. Dan (St. Louis)
Ribble, Dr. Ronald G. (Columbia)
Schmelzer, Dr. Susan D. (Kansas City)
Sheehan, Professor William (Fayette)
Smith, Mr. Joe (Lee's Summit)
Strom, Dr. Sue Ann (Columbia)
Trebon, Dr. Thomas (Kansas City)

** NEBRASKA **

Artman, Dr. Rick (Lincoln)
Blezek, Mr. Allen G. (Lincoln)
Boatman, Dr. Sarah (Lincoln)
Brown, Ms. Martha L. (Omaha)
Dodge, Dr. Galen V. (Lincoln)
Rawhouser, Mr. Lee D. (Norfolk)

** NEVADA **

Boal, Professor Kim (Reno)
Chism, Mr. John (Reno)
Dolen, Professor Mary Anne (Reno)
Foldesy, Professor George (Reno)

** NEW HAMPSHIRE **

Carroll, Ms. Kathy (Manchester)
Clark, Ms. Jerri A. (Nashua)
Daum, Dr. Paul S. (Henniker)
Meadows, Dr. Dennis (Hanover)
Prince, Jr., Dr. Gregory S. (Hanover)
Schubart, Dr. Richard D. (Exeter)
Smallwood, Mr. Frank (Hanover)
Yates, Mr. Douglas (Hanover)

** NEW JERSEY **

Coleman-Boatwright, Ms. Patrice (Trenton)
Corman, Mr. Robert P. (East Orange)
Deangelo, Ms. Renee (Mays Landing)
Denoia, Ms. Norma T. (Lakewood)
Duffy, Mr. Dan (Toms River)
Greenstein, Dr. Fred I. (Princeton)
Huffman, Professor Richard (Newark)
Kellerman, Dr. Barbara (Hackensack)
King, Dr. Arlene (Upper Montclair)
Luciano, Ms. Patricia (Mays Landing)
Merino, Dr. Donald (Hoboken)
Pufahl, Dr. John P. (Cranford)
Ramsey, Dr. Mary Lou (Trenton)
Valiga, Dr. Theresa M. (Summit)
Watson, Dr. Carol D. (Newark)

** NEW MEXICO **

Burnside, Mr. Harold (Roswell)
Buyok, Mr. Albert (Farmington)
Darrell, Mr. Willey S. (Las Cruces)
Hanson, Col. Charles K. (Roswell)
Loveland, Dr. John (Las Cruces)
Taylor, Ms. Shirley (Roswell)

** NEW YORK **

Argetsinger, Mr. Gerald (Rochester)
Arthur, Dr. Sara (New York)
Bass, Professor Bernard (Binghamton)
Bettin, Lt. Col. Patrick (West Point)
Birenbaum, Mr. William M. (New York)

STATE INDEX

Bremner, Ms. Paula (Geneseo)
Burnham, Ms. Anita L. (Saratoga Springs)
Cowan, Ms. Ruth (New York)
Cross, Dr. William M (Syracuse)
Decker, Ms. Susan (Syracuse)
Drury, Professor Jack (Saranac Lake)
Dunathan, Mr. Harmon C. (Geneva)
Ewald, Mr. L. Phillip (New York)
Forsythe, Lt. Col. George B. (West Point)
Fremed, Resa (Purchase)
Gerber, Ms. Barbara W. (Oswego)
Hall, Ms. Marsha (Troy)
Hickey, Ms. Mary Jane (New York)
Hogan, Mr. M. Ben (Purchase)
Hollander, Professor Edwin P. (Buffalo)
Hunter, Ms. Arlene M. (Canton)
Isaksen, Dr. Scott G. (Buffalo)
Krans, Dr. Jeff (Keuka Park)
Love, Sister Marie Genevieve (Newburgh)
Luce, Mr. Henry (New York)
Mahoney, Ms. Gail (New Paltz)
Matthews, Mr. Thomas (Geneseo)
Miller, Mr. Thomas E. (Buffalo)
Moskowitz, Dr. Joseph H. (New York)
Pace, Mr. Frank (New York)
Paelet, Dr. David (New Rochelle)
Paris, Dr. Grace Lamacchia (Pleasantville)
Patton, Dr. (Jamestown)
Phillips, Ms. Kim (Houghton)
Preston, Mr. James C. (Ithaca)
Prince, Col. Howard T. (West Point)
Prusinowski, Mr. William (Syracuse)
Reagan, Dr. Philip W. (Syracuse)
Sayles, Dr. Leonard (New York)
Spiegel, Ms. Nancy H. (Rochester)
Strozak, Dr. Victor S. (Brooklyn)
Sullivan, Ms. Ruth Barber (Aurora)
Szczerbacki, Dr. David (Alfred)
Theobald, Mrs. Barbara (Keuka Park)
Walling, Dr. H. Griffin (Plattsburgh)
Warren, Dr. Chalres O. (Cortland)
Wheeler, Dr. Ladd (Rochester)
Williams, Dr. David B. (Brooklyn)
Wilson, Col. William L. (West Point)

** NORTH CAROLINA **

Baynard, Mr. Robert (Durham)
Blackburn, Richard S. (Chapel Hill)
Bogdewic, Mr. Stephen P. (Chapel Hill)
Bryan, Dr. William (Wilmington)
Bullard, Mr. Hubert (Lumberton)
Burrows, Dr. Rodney (Fayetteville)
Byers, Mr. Thomas B. (Asheville)
Canon, Mr. Alfred O. (Asheville)
Clark, Kenneth E. (Greensboro)
Clark, Ms. Miriam B. (Greensboro)
Crisp, Mr. David (Chapel Hill)
Drayer, Mr. John R. (Boiling Springs)
Edwards, Miss Janice (Raleigh)
Evans, Dean John (Chapel Hill)
Ford, Mr. Michael (Winston-Salem)
Freeman, Mr. Frank (Greensboro)
Friday, Mr. William C. (Chapel Hill)
Glenn, Ethel C. (Greensboro)
Gregory, Mr. James D. (Raleigh)
Harper, Dr. Stephen C. (Wilmington)
Harvey, Gayle (Wilmington)
Hawkins, Dr. Gerald G. (Raleigh)
Henry, Mrs. Carol (Winston-Salem)
Keith, Mr. James F. (Greensboro)
Kiel, Mr. David (Chapel Hill)
Kirsch, Dr. Sondra L. (Raleigh)
Lowery, Mr. Cliff B. (Greensboro)
Lynch, Mr. Charles F. (Charlotte)
McIntire, Dr. David (Boone)
Moore, Dr. Richard L. (Greensboro)
Mullendore, Dr. Richard (Wilmington)
O'Neil, Dr. Edward H. (Chapel Hill)
Ott, John G. (Durham)
Parks, Barton (Greensboro)
Payne, Dr. Bruce L. (Durham)
Phillips, Dr. Yvonne (Cullowhee)
Pogue, Dr. Danny Hughes (Greensboro)
Sadler, Mr. Emory (Greensboro)
Sanford, Mr. Terry (Durham)
Schexnider, Dr. Alvin (Greensboro)
Schwab, Dr. Kenneth (Greensboro)
Shively, Mr. Robert W. (Winston-Salem)
Smallwood, Dr. James E. (Raleigh)
Steckler, Dr. Melvin J. (Winston-Salem)
Stratil, Dr. Michael (Pembroke)
Terry, Dean William H. (Davidson)
Tsui, Ms. Anne (Durham)
Turner, Dr. William (Winston-Salem)
Ulmer, Jr., Gen. Walter F. (Greensboro)
Whitaker, Prof. Gordon P. (Chapel Hill)

STATE INDEX

White, Mr. Randall P. (Greensboro)
Williams, Ms. Clara (Goldsboro)
Winner, Ms. Linda (Asheville)
Wolf, Ms. Cynthia H. (Chapel Hill)
Woodhouse, Mr. James H. (Wilson)
Woody, Ms. Grace K. (Banner Elk)
Zimmerman, Dean Price (Davidson)

** NORTH DAKOTA **

Lustgraaf, Ms. Maryanne (Grand Forks)
Peterson, Dr. Frederick E. (Grand Forks)

** OHIO **

Aram, Dean John (Cleveland)
Banziger, Dr. George (Marietta)
Beck, Ms. Ellen (Dayton)
Bush, Dr. Judith K. (St. Clairesville)
Daily, Mr. James M. (Dayton)
DeVore, Dr. C. Brent (Westerville)
Dinkel, Dr. Sharon J. (Sylvania)
Ellison, Dr. Curtis W. (Oxford)
Friedman, Mr. Richard E. (Cincinnati)
Georges, Mr. Robert E. (Columbus)
Hodges, Mr. James A. (Wooster)
Hogan, Dr. Terrence J. (Athens)
Ingley, Mr. Albert J. (Shaker Heights)
Kaplan, Mrs. Barbara (Wilmington)
Lucas, Ms. Nancy J. (Athens)
Magolda, Peter M. (Oxford)
Nault, Mr. Richard (Oxford)
Orlando, Ms. Debbie (Cleveland)
Osinske, Ms. Marilou (Cincinnati)
Petrak, Mr. Gerry (Dayton)
Rohrer, Mr. John (Columbus)
Rolfes, Mr. Marc (Cincinnati)
Schreck, Mr. Alan (Steubenville)
Smith, Mr. Keith L. (Columbus)
Vezner, Dr. Karl O. (Toledo)
Weaver, Mr. George E. (Findlay)
Weiss, Dr. Harry (Zanesville)
Wells, Mr. Glenn (Cincinnati)

** OKLAHOMA **

Blunt, Mr. Barrie E. (Stillwater)
James, Dr. Jim R. (Poteau)
Waterman, Professor Carolyn (Bethany)

** OREGON **

Dickens, Dr. Marion (Klamath Falls)
Fernandez, Mr. Jose (Salem)
McCown, Dr. Wayne (Portland)
Penn, Mr. J. Roger (Corvallis)
Sanderson, Mr. Donald (Corvallis)
Sievert, Dr. Guy (Portland)
Terborg, Mr. James (Eugene)

** PENNSYLVANIA **

Baltas, Sister Christine (Radnor)
Beatty, John (McKeesport)
Bollinger, Professor Kip (Annville)
Brunner, Dr. Carl E. (Kutztown)
Condart, Sister Sally (Gwynedd Valley)
Davenport, Ms. M. Lillian (Bethlehem)
Dotterer, Dr. Ronald (Selinsgrove)
Fichman, Professor Mark (Pittsburgh)
Garbart, Dr. James (Cambridge Springs)
Gutekunst, Mr. Beryl (Philadelphia)
Hanes, Ms. Carolyn R. (Annville)
Hart, Sister Frances (Philadelphia)
Hartzog, Sister Grace (Greensburg)
Jacobs, Dr. Rick R. (University Park)
Keith, Dr. Alec D. (University Park)
McCalmont, Dean Althea L. (Pittsburgh)
McDonnell, Dr. Alice (Scranton)
Mozenter, Mr. Andy (University Park)
Nehring, Dr. Virginia (Wilkes-Barre)
Palmer, Mr. Russell E. (Philadelphia)
Peterson, President Arthur L. (Annville)
Reap, Sister Mary (Scranton)
Rice, Dr. David (Lebanon)
Rock, Mr. William A. (Selinsgrove)
Romano, Dr. John (York)
Rosenbach, Dr. William E. (Gettysburg)

STATE INDEX

Ruane, Dr. Joseph W. (Philadelphia)
Stewart, Dr. G. Alec (Pittsburgh)
Strong, Dr. Ralph (Pittsburgh)
Thompson, Dr. Warren (Annville)
Thygeson, Mr. William (Philadelphia)
Vandersall, Mr. Dale (Reading)
Weyer, Ms. Regina (Bryn Mawr)
Zoffer, Mr. Jerry (Pittsburgh)

** PUERTO RICO **

Carlo, Professor Victor (Ponce)
Quinones, Professor Sara (Ponce)
Rivera, Dr. Carmen (San Juan)

** RHODE ISLAND **

Dougan, Dr. Tom (Kingston)
Farrell, Mr. M. L. (Providence)
Hill, Dr. William (Smithfield)
Turley, Dr. James D. (Providence)

** SOUTH CAROLINA **

Cogdell, Mr. Jerry (Spartanburg)
Cullen, Ms. Anne Bell (Spartanburg)
Davis, Dr. Tom (Spartanburg)
Hodson, T. R. (Columbia)
Jordan, Ms. Rosaline (Greenville)
Kauffman, Dr. James (Aiken)
Price, Dean Mel (Kingstree)
Ritter, Ms. Debora A. (Columbia)
Roper, Ms. Jo (Greenwood)
Stevenson, Mr. Jack L. (Clemson)
Thoroughman, Mr. Thomas V. (Spartanburg)
Wood, Dr. Don (Central)

** SOUTH DAKOTA **

Jenssen, Dr. Darrell (Brookings)

** TENNESEE **

Ayres, Dr. Robert (Sewanee)
Beck, Mr. L. Linton (Nashville)
Brown, Ms. Rosemary (Johnson City)
Burnette, Mr. Brad (Knoxville)
Daughdrill, Dr. Jim H. (Memphis)
Deck, Mr. L. Linton (Nashville)
Enyart, Mr. David (Knoxville)
Fulton III, Dr. Robert C. (Chattanooga)
Grubbs, Dr. David (Murfreesboro)
Hargrove, Dr. Ervin C. (Nashville)
Harris, Dr. John (Nashville)
McEwen, Dr. Jack H. (Chattanooga)
Phillips, Ms. Sara (Knoxville)
Renneisen, Dr. Charles M. (Chattanooga)
White, Dr. Ralph (Murfreesboro)

** TEXAS **

Altschuler, Mr. Stanley J. (Dallas)
Cantwell, Dr. Frank (Dallas)
Conyers, Ms. Julie (El Paso)
Cooper, Ms. Cristy (Arlington)
Crupi, Dr. James A. (Dallas)
Dugat, Ms. Susan C. (Waco)
Fluker, Mr. Rodney (Marshall)
Gangel, Dr. Kenneth (Dallas)
Gardner, Mr. Kent L. (Arlington)
Gennett, Dr. Nicholas (Amarillo)
Grimes, Dr. Anna M. (Amarillo)
Guffy, Ms. Debbie (Fort Worth)
Hendricks, Mr. Howard G. (Dallas)
Holmes, Dr. Lorene (Hawkins)
Hull, Mr. Jeffrey (Longview)
Kitay, Mr. Julian I. (Galveston)
Koldus III, Dr. John (College Station)
Manzo, Mr. Sal E. (Houston)
McClintock, Dr. David H. (Austin)
Pacheco, Dr. Sandra (Austin)
Prather, Mr. William L. (Amarillo)
Roberts, Dr. Dennis C. (Dallas)
Sorensen, Mr. Jeff (Arlington)
Stamm, Dr. Richard (Killeen)
Trevino, Consuelo (Austin)

Tucker, Dr. Keith (San Antonio)
Vinson, Ms. Judy A. (Edinburg)
Wileman, Mr. Andrew J. (Dallas)
Williams, Dr. J. Clifton (Waco)

** UTAH **

Smith, Dr. Robert B. (Ogden)

** VERMONT **

Brown, Dr. Patrick (Burlington)
Hooker, Mr. Michael (Bennington)
Rice, Ms. Kathleen (Burlington)

** VIRGINIA **

Ashworth, Dr. Neil (Richmond)
Barnes, Dr. Roger (Hampden Sydney)
Bausum, Mr. Henry S. (Lexington)
Belford, Dr. Fontaine Maury (Sweet Briar)
Bowen, Dr. Zeddie (Richmond)
Bower, Mr. Robert (Fairmont)
Braganza, Mrs. Agnes L. (Newport News)
Bunting, Dr. Josiah (Hampden-Sydney)
Burbach, Mr. Harold J. (Charlottesville)
Coleman, Mr. Ron (Roanoke)
Edwards, Dr. Thomas (Roanoke)
Giroux, Mr. Terry (Reston)
Harwood, Ms. Patricia C. (Richmond)
Heiss, Dr. F. William (Richmond)
Hirsch, Mr. Herbert (Richmond)
Knapp, BG John W. (Lexington)
Kotler, Ms. Janet O. (Richmond)
Lang, Mr. Daniel G. (Charlottesville)
Leftwich, Mr. William (Richmond)
Lindholm, Ms. Jeanne (Williamsburg)
Malone, Dean Rhonda (Fredericksburg)
Miller, Dr. Reuben G. (Sweet Briar)
Poskocil, Mr. Arthur R. (Hollins College)
Preston, Dr. Joanne (Richmond)
Ruch, Dr. Charles P. (Richmond)
Strauss, Mr. Mitchell D. (Charlottesville)
Thompson, Mr. Kenneth (Charlottesville)
Todd, Ms. Sybil (Charlottesville)
Weems, Dr. John (Reston)
Whicker, Ms. Marcia L. (Richmond)

** WASHINGTON **

Basey, Dr. Glen R. (Edmonds)
Bond, Dr. Douglas E. (Tocoma)
Boyd, Mr. Stephen (Seattle)
Dolan, Mr. Ed (Bellevue)
Grace, Mr. William J. (Seattle)
Keegan, Mr. Tom (Tacoma)
Livingston, Ms. Mary Morgan (Bellingham)
McConnon, Mr. Dan (Moses Lake)
Mosbord, Dr. John (Seattle)
Nickell, Mr. R.H. (Bellingham)
Rex, Dr. Andrew (Tacoma)
Smith-Lorenson, Ms. Marilee (Wenatchee)
Umstat, Mr. Denis (Puget Sound)
Young, Professor Richard (Pullman)

** WEST VIRGINIA **

Alexander, Dr. Robert (Huntington)
Bungard, Ms. Sharon A. (Wheeling)
Byrd, Dr. Jack (Morgantown)
Robertson, Mr. Don (Huntington)
Toth, Dr. Powell E. (Institute)

** WISCONSIN **

Bausch, Dr. Thomas A. (Milwaukee)
Desmond, Sister Michon (La Crosse)
Gillo, Ms. Diane L. (Stevens Point)
Guskin, Dr. Alan E. (Kenosha)
Kauffman, Mr. Joseph F. (Madison)
Keaveny, Mr. Timothy J. (Milwaukee)
Laines, Ms. Marian (Madison)
Larmer, Professor Larry (Madison)
O'Brien, Sister Kathleen A. (Milwaukee)
Rankin, Dr. Dick (Green Bay)
Rieck, Mr. Robert (Madison)

Thayer, Professor Lee (Kenosha)
Thompson, Ms. Mary (Madison)
Weber, Dr. A. Vincent (La Crosse)
Zanzig, Ms. Ann (Madison)

** CANADA **

Hamel, Major Claude (Quebec)
Mains, Lt. Cdr. Gordon W. (Ontario)
Malcolm, Major Atholl (British Columbia)
Mendes, Major Harold C. (Quebec)

RESOURCE ORGANIZATIONS IN LEADERSHIP EDUCATION AND STUDY

ALLIANCE FOR LEADERSHIP DEVELOPMENT
1818 R Street, N.W.
Washington, DC 20009
Phone: (202) 745-0882
Founded: 1985

A small informal organization set up to promote communication, collect program information, promote leadership publications, act as a conduit for the collaboration of scholars and practitioners, and support member organizations in the development of new programs and the extension of ongoing ones. Publications: Leadership, a newsletter.

ASSOCIATION OF COLLEGE PERSONNEL ADMINISTRATORS (ACPA)
Commission IV: Leadership Task Force
c/o: Nancy J. Lucas
Office of Student Activities
204 Baker Center
Athens, OH 45701
Phone: (614) 594-6811

The Leadership Task Force of Commission IV maintains as one of its goals the collection and distribution of leadership development related information. Publications: National Leadership Programs Resource Guide

CATALYST
250 Park Avenue South
New York, New York 10003
Phone: (212) 777-8900

A research and advisory organization, Catalyst helps corporations foster the career and leadership development of women. It works on issues resulting from women's massive entry into the work force, issues such as child care, relocation, and parental leave. The Catalyst Information Center is a major national clearinghouse for information on the career and leadership development of women. The Center's collection features books, periodicals, studies and vertical files on various topics ranging from mentoring to flexible benefits.

CENTER FOR CREATIVE LEADERSHIP

5000 Laurinda Drive
P.O. Box P-1 Phone: (919) 288-7210
Greensboro, NC 27402 Founded: 1970

The Center for Creative Leadership is a nonprofit educational institution founded in 1970 in Greensboro, North Carolina. Its mission is to encourage and develop creative leadership and effective management for the good of society overall. With a staff of 140, it accomplishes this mission through research, training, and publication -- with emphasis on the widespread, innovative application of the behavioral sciences to the challenges facing the leaders of today and tomorrow. Through research it develops models of managerial practice; through training programs, it applies these models as guides for assessment and development. Publications include a quarterly newsletter, technical reports, special reports, proceedings, guide books, and semiannual directories of programs and products.

CENTER FOR ENTREPRENEURIAL DEVELOPMENT

4516 Henry Street Phone: (412) 621-3940
Pittsburgh, PA 15213 Founded: 1971

Does research on entrepreneurial activities, including small business and industrial projects as a vehicle for research and experimentation in teaching and advancement of technology and management sources. Studies include innovation and entrepreneurship and transfer of university-based technology in these fields. Research results published in project reports. Maintains a library for staff reference only.

CENTER FOR LEADERSHIP DEVELOPMENT

American Council on Education
One Dupont Circle Phone: (202) 833-4780
Washington, DC 20036 Founded: 1955

Organized to provide professional development seminars on administrative decision making and academic leadership for top-level officials in higher education. Programs are conducted for presidents, vice presidents, academic deans, and other senior administrators. Sessions offer a balanced program of prominent speakers, seminars, case study analyses simulations, and small group discussions covering concerns, problems, issues, and opportunities in academic administration. Publishes program announcements. Sponsored by the American Council on Education which cooperates with other higher education national associations in developing and conducting programs for their clientele, both prospective and practicing administrators.

CONFERENCE BOARD

845 Third Avenue — Phone: (212) 759-0900
New York, New York 10022 — Founded: 1916

Independent nonprofit research organization with its own board of control, formerly known as National Industrial Conference Board. Supported by more than 4000 subscribing members including business and industrial concerns, universities, libraries, trade associations, labor unions, government agencies, and nonprofit organizations. Areas of interest include economics, management and organization, and international and public affairs, including studies on business trends and economic factors, international trade, human relations in industry, sales and marketing, corporate finance, organization planning and other areas of executive decision. Collects and analyzes strategic business data, interprets experience, and supplies factual information through its publications, conferences, and information service. Maintains a Canadian affiliate, Conference Board in Canada, located in Ottawa.

THE EDUCATIONAL LEADERSHIP PROJECT

109 East 89th Street — Phone: (212) 534-2904
New York, New York 10128 — Founded: 1984

Created in 1984 as a special program of the Christian A. Johnson Endeavor Foundation, the Education Leadership Project conducts its own programs, sponsors, research, and offers consultation to institutions and organizations. It aims to provide continuing opportunities to educational leaders to renew their vision and to reflect-upon their institution's mission and value to society. The project is directed by Nicholas H. Farnham.

HARVARD BUSINESS SCHOOL
DIVISION OF RESEARCH

Soldiers Field — Phone: (617) 495-6852
Boston, MA 02163 — Founded: 1912

Performs research in business administration and related disciplines, including studies on business and public policy, energy, computer-based systems, management control, systems for planning, accounting, accountability, finance, general management, particularly in agribusiness, business history, business policy, international business, applied psychoanalysis in human resource management, organizational behavior, personnel and labor relations, managerial economics, marketing, and management of production and operations, including logistics and transportation, management of technology, and manufacturing and service operations. Research results published in professional journals, books, and monographs.

INDEPENDENT SECTOR
1828 L Street, N.W.
Washington, DC 20036

Phone: (202) 223-8100
Founded: 1980

Corporations, foundations, and national voluntary organizations; associates are professionals of local, state, and regional organizations as well as individuals who are active volunteer readers. Purposes are to: "preserve and enhance our national tradition of giving, volunteering and not-for-profit initiative;" educate the public about the role of the independent nonprofit sector; conduct research on the independent nonprofit sector and its usefullness to society.

SIMMONS COLLEGE
INSTITUTE FOR CASE DEVELOPMENT AND RESEARCH
Graduate School of Management
409 Commonwealth Avenue
Boston, MA 02215

Phone: (617) 738-3160
Founded: 1974

Prepares case studies on issues and problems confronting women in management in a variety of fields and on day care. Research results published in individual case studies and a casebook. Publication: Bibliography of Cases on Women in Management (revised annually). Offers a summer institute on women in organizations annually in June-July designed to teach instructors how to write and to use case method of teaching.

SOCIETY FOR NONPROFIT ORGANIZATIONS
6314 Odana Road, Suite 1
Madison, WI 53719

Phone: (608) 274-9777
Founded: 1983

Members are leaders, board members, volunteers, and others who serve nonprofit organizations. Purpose is to provide a forum for the exchange of information, knowledge, and ideas on strengthening and increasing productivity within nonprofit organizations and among their leaders. Provides education and training programs; maintains resource center on the operation of nonprofit organizations; offers professional support services. Sponsors Nonprofit Leadership Institute. Publishes the Nonprofit World Report, bimonthly and a semiannual Membership Directory.

UNIVERSITY OF SOUTHERN CALIFORNIA
CENTER FOR EFFECTIVE ORGANIZATIONS
Phone: (213) 743-8765
Los Angeles, CA 90007
Founded: 1979

Research, training programs, and workshops on issues of organizational effectiveness involving design and management of human systems, including concern with leadership, labor/management relations, organization development and design, career development, and job design. The Center brings together faculty members and executives for joint exploration of important issues facing organizations today and in the future.

WOMEN IN GOVERNMENT RELATIONS LEADER FUND
1000 Wilson Blvd.
Phone: (703) 276-5037
Arlington, VA 22209
Founded: 1979

To provide women with career opportunities in the field of business and government relations through leadership, education, advancement, development, endowment and research (LEADER). Sponsors proposals and projects to enhance corporate management skills and increase knowledge. Provides resources, techniques, methods, information and training opportunities not otherwise available to women. Plans to establish a central resource on literature and career development programs related to business/government relations; also plans to sponsor internship programs, career seminars and workshops. Affiliated with: Women in Government Relations.

CONTENTS BY INSTITUTION

INSTITUTION	CONTRIBUTOR	*SECTION
Air Force ROTC, Maxwell AFB	Croucher, Drew E.	CP
Alfred University	Szczerbacki, David	CP
Alverno College	Salem, Greta	CP
Appalachian State University	McIntire, David	CP
Baylor School of Business	Williams, J.C.	CP
Birmingham-Southern College	Berte, Neal	CP
California State University-Fresno	Johnson, Dewey E./Hersey, Paul	CP
Canisius College	Miller, Thomas E.	CP
Catonsville Community College	Chambers, Glen	CP
Central Methodist College	Sheehan, William	CP
Chesapeake College	Hickey, Maurice	CP
College of St. Catherine	White, Julie Belle	CP
College of Wooster	Hodges, James A.	CP
Colorado College	Cronin, Thomas E.	CP
Colorado College Summer Institute	Cronin, Tom/Peterson, Elmer	CP
Creighton University	Ritter, Debora A./Brown, Martha L.	CL
Duke University	Payne, Bruce L.	CP
Eckerd College	Hammerschmidt, Peter K.	CP
Fort Hayes State University	Slechta, Don	CL
Gordon-Conwell Theological Seminary	Fillinger, Robert E.	CP
Harvard Univ., J.F.K.-School of Gov't.	Heifetz, Ronald	CP
Incarnate Word College	Tucker, Keith	CP
LaGrange College	Kraemer, Charles P.	CP
Lebanon Valley College	Peterson, Arthur L.	CP
Louisiana State Univ.-Shreveport	Bogue, Grady	CP
Metropolitan State College	Miller, Mary Harper	CP
Michigan State University	Turner, Moses	CP
Mount St. Mary's College	Mabey, Cheryl	CL
National College of Education	Warwick, Ron	CL
North Carolina State University	Hawkins, Gerald G.	CP
Northern Michigan University	Holm, Carl	CP
Northwestern University	Neuschel, Robert	CP
Ohio State University	Smith, Keith L.	CP
Ohio University (Athens)	Hogan, Terry	CP
Olivet Nazarine College	Sayes, J.O.	CP
Onondaga Community College	Cross, William M.	CP
Pace University	Paris, Grace Lamacchia	CP
Princeton Univ., Woodrow Wilson School	Cronin, Thomas	CP
Rensselaer Polytechnic Institute	Hall, Marsha	CP
Sonoma State University	Farcell, David	CP
Southern Methodist University	Roberts, Dennis C.	CL
Southern Methodist University	Roberts, Dennis C.	CP
Stanford University	March, James G.	CP
State University of NY-Binghamton	Bass, Bernard	CP
State University of NY-Oswego	Gerber, Barbara W.	CP
State University College-Buffalo, NY	Isaksen, Scott G.	CL
State University College-Buffalo, NY	Isaksen, Scott G.	CP

*CP = Courses and Programs Section
CL = Collectibles Section

CONTENTS BY INSTITUTION

INSTITUTION	CONTRIBUTOR	*SECTION
Texas A&M University	Koldus, John J., III	CP
Trenton State College	Coleman-Boatwright, Patrice	CP
Trenton State College	Ramsey, Mary Lou	CP
Tuskegee University-School of Educ.	Robinson, Lillie	CP
U.S. Air Force Academy	Clover, Lt. Col. Bill	CP
U.S. Military Academy	Prince, II, Col. Howard T.	CP
U.S. Naval Academy	Curran, Commander Donald J.	CP
University of Colorado	Haldorson, Linda K.	CL
University of Hartford	Richardson, Minnie-Rose J.	CP
University of Michigan	Lodish, Judy	CP
University of Minnesota	Shandley, Thomas C.	CP
University of Minnesota	Shapiro, George	CP
University of Minnesota, Hubert Humphrey Inst. of Pub. Aff.	Terry, Robert W.	CP
University of Minnesota	Wharton, Keith	CP
University of Nebraska	Blezek, Allen G.	CL
University of NC-Chapel Hill	Wolf, Cynthia H.	CP
University of NC-Charlotte	Lynch, Charles F.	CP
University of NC-Greensboro	Glenn, Ethel C.	CP
University of Oregon	Terborg, James S.	CP
University of Puget Sound	Umstat, Denis	CP
University of South Carolina	Hodson, T.R.	CP
University of South Carolina	Ritter, Debora A./Brown, Martha L.	CL
Wake Forest University	Ford, Michael	CP
Washington State University	Young, Richard	CP
Wenatchee Valley College	Smith-Lorenson, Marilee	CP
West Virginia College of Grad. Studies	Toth, Powell	CP
Western Michigan University	Rhodes, Steven C.	CP

*CP = Courses and Programs Section
CL = Collectibles Section

Many course and program descriptions that are not included in the Source Book are available for purchase from the Center for Creative Leadership. These descriptions are equal in content and interest to those represented in the book and are printed in the same format. The annotations are highlights taken from their titles or statements of objectives. The cost is $1.00 per Course/Program description. You may order from the list below or write for further information concerning them.

RESERVES LIST OF CONTRIBUTORS

CONTRIBUTOR	INSTITUTION	LOCATION	
Artman, Rick	Nebraska Wesleyan Univ.	Lincoln, NE	A weekend retreat for leadership training
Basey, Glen R.	Puget Bay Coll. of Bible	Edmonds, WA	Christian leadership administration
Beck, Ellen	Sinclair Community Coll.	Danton, OH	Use of a growth contract with mentors and internships
Blake, Bruce P.	Southwestern Coll.	Winfield, KS	Explores the subject of leadership especially "servant" leadership
Blakemore, Phil	State Fair Comm. Coll.	Sedalia, MO	An applied course in leadership
Bosarge, Fred	Northwest State Univ.	Natchetoches, LA	Development of leadership skills for students incorporating peer counseling
Bremner, Paula	State Univ. Coll.	Geneseo, NY	Particularly for those interested in student personnel work
Brown, Richard	Auburn Univ. School of Educ.	Montgomery, AL	The leadership role in educational administration
Brown Rosemary	East TN State Univ.	Johnson City, TN	An evaluation for use by peers in a seminar
Bulpitt, Mildred	Maricopa County Community Coll.	Phoenix, AZ	Week long institute especially for women interested in community college administration
Buyok, Albert	San Juan Coll.	Farmington, NM	Use of student organizations to develop leadership skills
Conyers, Julie	Univ. of Texas, El Paso	El Paso, TX	Programs including Retreats, Consultation Services, Freshman Development, noon workshops, and peer facilitator training
Decker, Susan	Syracuse Univ.	Syracuse, NY	A weekend retreat for Resident Advisors
Dickens, Marion	Oregon Inst. of Technology	Klamoth Falls, OR	Development of nurses for health care systems
Dodge, Randall E.	Taylor Univ.	Upland, IN	Two short courses in Christian Leadership

RESERVES LIST OF CONTRIBUTORS

CONTRIBUTOR	INSTITUTION	LOCATION
Dolan, Ed	Bellevue Community Coll.	Bellevue, WA
Continuing education program in planning phase - Some components underway		
Dougan, Tom	Univ. of Rhode Island	Kingston, RI
Fraternity and Sorority leadership and Group Dynamics		
Duffy, Dan	Ocean County Coll.	Tom River, NJ
Student leadership development program from student organizations		
Fichman, Mark	Carnegie Mellon Univ.	Pittsburgh, PA
Leadership and motivation in tandem - a graduate course - Readings extensive		
Gangel, Kenneth	Dallas Theo. Seminary	Dallas, TX
Christian leadership and human development		
Georges, Robert E.	Ohio State Univ,	Columbus, OH
Administrative Science - for freshman and sophomore honors students considering Business degrees		
Gutekunst, Beryl	Chestnut Hill Coll.	Philadelphia, PA
Women in Management Program		
Haddad, Don	Red Rocks Comm. Coll.	Golden, CO
Explores the supervisory process within a business setting		
Hartzog, Grace	Seton Hill Coll.	Greensburg, PA
One day leadership workshop		
Humphrey, Fred	Univ. of Maryland	College Park, MD
Recreation leadership in a variety of organizational settings		
Hunter, John	Coll. of Lake County	Grayslake, IL
For selected students in college leadership positions		
Jacokes, Lee	Aquinas Coll.	Grand Rapids, MI
Leadership theory and development through self assessment and planning		
Jerus, Robert	Northwestern Coll.	St. Paul, MN
An examination of the leadership function in different organizations		
Karris, Lambros O.	Husson Coll.	Bangor, ME
A review of essentials of effective leadership for graduate management students		
Kleemann, Gary	Arizona State Univ.	Tempe, AZ
Theory and practical application for undergraduates		
Landrum, Fred	Lees Coll.	Jackson, KY
A program of leadership development		
Lindsey, Randall B.	California State Univ.	Los Angeles, CA
Courses as part of the MA in Educational Administration		

RESERVES LIST OF CONTRIBUTORS

CONTRIBUTOR	INSTITUTION	LOCATION
Lott, Marilyn	Arizona Western Coll.	Yuma, AZ
Applied student leadership - the student and the group		
Lovett, Thomas M.	Southwest MO State Univ.	Cape Girardeau, MO
Leadership through student organizational management		
Mabey, Cheryl	Mt. Saint Mary's Coll.	Los Angeles, CA
A college program in leadership for women		
Manz, Charles	Univ. of Minnesota	Minneapolis, MN
Application of psychological principles to work situations		
Martin, Grace	Armstrong State Coll.	Savannah, GA
Management and leadership principles applied to nursing		
Meadows, Dennis	Dartmouth Coll.	Hanover, NH
Strategm-simulation for corporate managers and undergraduate students		
Medinger, Fred	Coll. of Notre Dame	Baltimore, MD
Master of Arts in Human Resources in a weekend college		
Messner, Carolann	Saddleback Coll.	North Irvine, CA
A community leadership program for all ages		
Moskowitz, Joseph H.	Lab. Inst. of Merch	New York, NY
Applied management course		
Nickell, R. H.	Western Washington Univ.	Bellinghouse, WA
Leadership for Educational Administrators		
O'Connell, Tom	Metro State Univ.	St. Paul, MN
A theory seminar on community leadership		
Palin, Philip J.	Eureka Coll.	Eureka, IL
Concerned with the identification and preparation of leaders		
Pelland, Bernadette	Siena Heights Coll.	Adrian, MI
For student skill building and conceptual awareness of leadership		
Prendergast, Patricia J.	North Adams State Coll.	North Adams, MA
Uses biographies of leaders - a one-month course		
Renneisen, Charles M.	Univ. of Tennessee	Chattanooga, TN
To improve understanding and practice of leadership for selected undergraduates		
Rice, Kathleen	Univ. of Vermont	Burlington, VT
A comprehensive leadership program with many options also instructor and course evaluation forms as well as a Leadership Skills Assessment for students		
Rieck, Robert	Univ. of Wisconsin	Madison, WI
A two-year development program for young leaders (25-45 years) in rural settings		

RESERVES LIST OF CONTRIBUTORS

CONTRIBUTOR	INSTITUTION	LOCATION
Rolfes, Marc Theory of business and management	Southern Ohio Coll.	Cincinnati, OH
Steckler, Melvin Theory and Practice in Leadership - second year MBA elective	Wake Forest Univ.	Winston-Salem, NC
Stevenson, Jack L. Leadership and group processes in recreation	Clemson University	Clemson, SC
Strom, Sue Ann An attempt to bring potential student leaders and campus leaders together	Stephens College	Columbia, MO
Strong, Ralph Christian Leadership and the Pastor	Pittsburgh Theo. Seminary	Pittsburgh, PA
Summers, Chris The school principal as instructional leaders and school managers	Troy State Univ.	Montgomery, AL
Vanderveer, Nancy For student development paraprofessionals (RA's, etc.)	Coll. of St. Benedict	St. Joseph, MN
White, Donald For understanding and practice in dealing with human behavior in organizational systems - two courses	Univ. of Arkansas	Fayetteville, AR
White, Ralph Designed primarily for public education teachers and administrators - studies in leadership	Middle TN State Univ.	Murfreesboro, TN
Williams, Clara Nursing trends and concepts of leadership	Wayne Community Coll.	Goldsboro, NC
Wilson, David A proposed leadership studies major	Loretto Heights Coll.	Denver, CO
Woody, Grace K. A seminar using different resource persons	Lees - McRae Coll.	Banner Elk, NC

For each item wanted, please indicate the course author, and university. Mail check for total amount to:

Publications, Center for Creative Leadership
P.O. Box P-1
Greensboro, NC 27402

Include full return address.